Instructor Information:
Mary Rogers, Ph.D., LAC LMT
Mary.Rogers@usd.edu
Office: Instructor will respond to emails Monday through Friday within 48 hours of receipt of email from students.

Technology Requirements
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx in the Getting Started widget on the course homepage. Students must have the ability to submit papers in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS), as the instructor will use the GradeMark feature of Turnitin to provide feedback.

Getting Started
First, you will need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, http://my.usd.edu, or directly via https://d2l.sdbor.edu. The course should be listed in under “My Courses.” NOTE: you will not be able to access the course until the official start date.

Next, you should familiarize yourself with the CDE Online Orientation, which can be found in the Getting Started widget on the course homepage. It contains important information on accessing USD’s resources online. Once in the course, you should do the following: read through the items in the Getting Started section on the top, left-hand side of the course homepage; and familiarize yourself with the various tools that will be used throughout the semester:

- **Content**: where all course materials reside
- **Assessments**: where you will access your Grades and the Dropbox (to submit papers)
- **Communications**: where you will access the Discussions
- **Resources**: where you will find the Class list (which you can use to contact me), the FAQ, etc.
- **Course Mail**: this is located at the very top, right-hand side of the course and will be used for all official correspondence in the course; when you have unread Course Mail a red badge will appear on the email icon.
- **Netiquette Expectations**: Netiquette expectations are found page 6 of the Online Student Handbook http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx
Required Textbook
*Treatment Planning for Person-Centered Care: Shared Decision Making for Whole Health*

Additional readings, lectures, podcasts and resources will be assigned by the instructor and made available to students throughout the course. All students will need to be able to access the Wegner Health Science Information Center to access Recommended Readings required for assignments.

Wegner Health Science Information Center, 1400 W. 22nd St., Suite 100 Sioux Falls SD 57105 Phone: 605-357-1400 Fax: 605-357-1490 wegner@usd.edu; usd.edu/wegner

Catalogue Description: This course is devoted to learning the specifics of wellness, recovery and maintenance of a healthy lifestyle throughout the lifespan from adolescence through old age. Students will learn the addiction and recovery issues specific to each age group, and how to apply this knowledge to their clients. *Required for ADS Graduate Degree Credit Hours 3*

Prerequisites: Admission to the ADS Graduate Program or consent of instructor

Course Description: This course builds on foundation courses and exposes students to current knowledge in evidence-informed practices for whole health; the natural helping network of families and peer support; and culturally informed models of care. This course employs a life span perspective within a person-centered framework that emphasizes how students in health, behavioral health, addiction specialization and integrated care settings can support wellness and recovery across the lifespan using a strengths perspective. The course will address health care reform (Affordable Care Act) policy and practice challenges associated with multiple and complex health and mental health conditions that require focus on wellness, disease self-management, and holistic and culturally responsive care coordination.

Course Objectives and Learning Strategies and Method of Assessment

- **Objective 1:** Use theory, research and the problem solving process in examining the wellness, recovery and maintenance issues of people across the life span.
  **Assessment 1:** Discussions, Textbook Readings and Application of Knowledge, Assignment 1
- **Objective 2:** Negotiate outside learning experiences that will enhance the application of wellness, recovery and maintenance concepts.
  **Assessment 2:** Discussions, Student Designed Projects and Presentations.
- **Objective 3:** Examine the impact of the counseling profession on the counseling/health care systems at local, state and national levels.
  **Assessment 3:** Discussions, Student Designed Projects and Presentations.
- **Objective 4:** Analyze environmental, sociocultural and economic factors that influence wellness, recovery and maintenance practices across the lifespan.
  **Assessment 4:** Discussions, Textbook Readings and Application of Knowledge, Assignment 2.
- **Objective 5:** Explore past, present, and future trends in the counseling/health care system and the changing role of selected counseling and mental health care professionals.
  **Assessment 5:** Discussions, Textbook Readings and Application of Knowledge, Assignment 3.
- **Objective 6:** Articulate the role of values, beliefs, ethics and public policy on wellness, recovery and maintenance issues across the life span.
  **Assessment 6:** Discussions, Textbook Readings and Application of Knowledge, Assignment 4.
**Instructional Methods and Activities:** This course will use a student-centered learning approach that is didactic and interactive. Brief recorded lectures/podcast will accompany textbook readings and assignments, recommended readings, class discussions and project presentations.

**Professional Standards and Confidentiality:** Students are expected to adhere to all the core principles contained in their professional Code of Ethics and are cautioned to use their professional judgement in protecting the confidentiality of clients in class discussions and any other related assignment.

**Person-first language:** The integrity of persons being addressed should be maintained by avoiding language that equates persons with the conditions they have or language that implies that the person as a whole is disordered or disabled. Emphasis should be on the person first, not the disability.

**Course Requirements:** Students will be assessed in the course according to their
- Contributions to class discussions
- Involvement in class activities
- Successful completion of all assignments
- Attendance

**Students may expect feedback and grades on assignments within one week of due date/on time submission.**

**Expectations for All Written Work:** All written assignments must be formatted according to the following:
- Include your name and the question/assignment in the upper left corner of the paper.
- Text citations and references lists must be in correct APA format. Material not correctly cited is considered plagiarized and may be grounds for academic discipline (See USD Academic Integrity Policy).
- Proof your work-points will be deducted for common/unnecessary errors.
- Save in a Word document or PDF prior to submitting the paper.
- Review the Writing Evaluation Rubric included in the syllabus.

1. **Discussions:** All students are required to participate in the discussions. Questions and topics will be selected based on the assigned readings. The process will typically follow the standard in which the instructor will provide the question or topic, direction and redirection as necessary. The expectation is that the students (or groups if the class size warrants smaller group discussions) will lead and direct, share and support each other in scholarly and lively discussions. It is imperative that you have read the material prior to the discussions. Students may expect to receive a grade and comments on their assignments within one week after due date has expired (with exception of instructor illness or unforeseen time constraint issues-if this occurs, students will be notified through a News Item found on the course homepage). Discussions will be monitored closely-please refrain from presenting your personal experiences regarding substance use/abuse. Please review the Discussion Evaluation Rubric included in the syllabus for clear expectations for your role as a valued participant in the weekly discussions.

2. **Assignments:** All students must complete the four (4) assignments outlined below:
   **Lifespan Development Interviews**-You will be interviewing four individuals from the following age categories:
   - A teenager (13-18)
   - A young adult (age 25-40)
   - A middle-aged adult (age 40-65)
   - An elderly adult (age 65 and older)
   * I will allow you to do one interview with a family member but at least three should be with people outside of your own family. This is to insure some diversity in the people that you choose for this project and get a variety of perspectives.
The Interviews: For each interview, you should ask a total of 8 questions. The theme of these should be related to Erik Erikson's theory of psychosocial development and the focus that people have in various life stages. Please review the chart for background information.

### ERICKSON’S PSYCHOSOCIAL STAGES

<table>
<thead>
<tr>
<th>Stages</th>
<th>Crisis</th>
<th>Favorable Outcome</th>
<th>Unfavorable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Childhood</strong></td>
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<td></td>
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</tr>
<tr>
<td>1st year of life</td>
<td>Trust vs. Mistrust</td>
<td>Faith in the environment and future events</td>
<td>Suspicion, fear of future events</td>
</tr>
<tr>
<td>2nd year</td>
<td>Autonomy vs. Doubt</td>
<td>A sense of self-control and adequacy</td>
<td>Feelings of shame and self-doubt</td>
</tr>
<tr>
<td>3rd through 5th years</td>
<td>Initiative vs. Guilt</td>
<td>Ability to be a “self-starter,” to initiate one’s own activities.</td>
<td>A sense of guilt and inadequacy to be on one’s own</td>
</tr>
<tr>
<td>6th year to puberty</td>
<td>Industry vs. Inferiority</td>
<td>Ability to learn how things work, to understand and organize.</td>
<td>A sense of inferiority at understanding and organizing.</td>
</tr>
<tr>
<td><strong>Transition years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence</td>
<td>Identity vs. confusion</td>
<td>Seeing oneself as a unique and integrated person.</td>
<td>Confusion over who and what one really is.</td>
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<tr>
<td><strong>Adulthood</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early adulthood</td>
<td>Intimacy vs. isolation</td>
<td>Ability to make commitments to others, to love.</td>
<td>Inability to form affectionate relationship.</td>
</tr>
<tr>
<td>Middle age</td>
<td>Generativity vs. self-adsortion</td>
<td>Concern for family and society in general.</td>
<td>Concern only for self—one’s own well-being and prosperity.</td>
</tr>
<tr>
<td>Aging years</td>
<td>Integrity vs. despair</td>
<td>A sense of integrity and fulfillment, willingness to face death.</td>
<td>Dissatisfaction with life; despair over prospect of death.</td>
</tr>
</tbody>
</table>

As noted above, you should ask a total of 8 questions and that will include the required questions you will ask based on their age category (see below for more on this). You should have your questions written out before you talk to each individual in person. Ask some questions that come to mind during the interview if you are getting feedback that makes this possible. You may want to start with “ice breaker” questions. Some examples would be: “What is your best childhood memory?” (and why?) “What has been the most significant invention in your lifetime?” (and why?)

As the interview progresses, plan to have questions that center on the Erikson theme for each individual as noted above. **It is important to have how ‘and why” type of questions so that your subjects elaborate and do not give simply “yes and no” responses.**

Be sure that your questions are appropriate and not too personal. This is intended to be an informal interview assignment. If information is asked in way that could be perceived to be related to a professional counseling session and reportable information is communicated to you, you would be required to adhere to mandated reporting laws.
Required questions for you to ask for all four individuals:
1. What has been your best accomplishment? Why?
2. What is a goal that would like to accomplish in the next five years? Why?
3. What is a piece of advice that you would offer to someone younger than you?

Required questions for the middle-age and elderly adults:
- How is life most similar being a teen in your day as compared with life for teens today?
- How is life different being a teen in your day as compared with life for teens today?
- Would you want to trade places with today's teenagers and live in the world they have grown up in (technology, etc.) rather than the way that you grew up?

Format: For the interviews, develop a format to distinguish the questions from the responses. After each interview, conduct an analysis of how each individual does or does not fit the description that Erikson assigned to their place in the life cycle. In your analysis, identify what type of prevention (Primary, Secondary or Tertiary) might be relevant for this person to achieve optimal health and wellness based on their age group and type of response.

Outline for the Each of the Written Assignments:
1. Describe the process of creating interview questions and interview candidate selection (the who, what, where, when, why and how);
2. List the questions and responses provided;
3. Analyze how the responses fit or do not fit the description (Erickson) of their place in the life cycle;
4. Identify type of prevention might be relevant based on their age group and responses—remember to focus on strength-based approaches.

For each interview assignment, the length of the paper shouldn’t be your focus – concentrate on the information you are providing. With each interview the goal is to gain more insight into the life cycle experiences and how those unfold uniquely with each person. However, for those interested in asking the question “how long does the paper need to be”, a best range would be no less than three and no more than five pages of content focused writing. Additionally, please review the Writing Evaluation Rubric (Appendix) for clear expectations for each written assignment and to assist you with understanding how your papers will be evaluated.

3. Student Project: Details for this project will be provided in the Course Content and discussed at the beginning of the course. The primary purpose of the project is to provide students with an opportunity to identify a practice that is a part of wellness and prevention in your local community. Students will conduct a review of a local (to you) program that offers wellness and prevention activities and create a 15 minute presentation. You must identify programs based on being offered as Primary Prevention, Secondary Prevention, or Tertiary Prevention. Specifically, your presentation must describe how and why this program addresses wellness in the community.

Format for Project Presentation: For this project, you will create a 15 minute presentation with multimedia (video, images, PowerPoint, etc.) that explains, illustrates, or showcases this prevention program. The presentation must be narrated by you (audio) but you are not required to be in the presentation (visual).

Timeline for the Project: The following steps and timeline were created to give you enough time to develop the presentation between August and November:
- Topic is due September 17
- Outline and Annotated Bibliography is due October 15
- First Draft is due November 21
- Project Presentation is due December 4
Project Example

Topic: I would like to conduct a review of the National Farm to School Network: Farm to school enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education sites.

In my review, I would focus on Farm to Early Care and Education which is one of the five focus areas of the Network. My next step is to review all the material available on their website, review other resources that provide evidence to support the ongoing efforts and reported success that make this a Primary Prevention program. I chose this focus area based upon the research that indicates that children that have access to nutritional foods, have healthy relationships that are collaborative with communities and families are more likely to experience better health overall. Research also shows that in comparison those children who do not have access to nutritional foods, healthy relationships that are collaborative with communities and families are less likely to experience good health overall.

I chose the state of Michigan and the link is http://foodsystems.msu.edu/events/farm-to-early-child-care-mini-webinar-series

Outline: My next step will be to create an outline of what I plan to provide in my presentation and how it fits into the tenets of health, wellness and recovery across the lifespan. In this outline I will begin with the mission of this program which is: Farm to ECE offers benefits that parallel the goals and priorities of the early care and education community including emphasis on experiential learning opportunities, parent and community engagement and life-long health and wellness for children, families and caregivers.

Annotated Bibliography: I will include the numerous resources (movies, readings, podcasts, and textbook) from this course to add additional support to the purpose, design, goals, outcomes and access to data to evaluate the effectiveness of the Farm to Early Care and Education program in Michigan. This information will be provided in my Annotate Bibliography. I will plan to use any number of resources available on the Michigan website to embed in my Presentation and assist me with narrating the final presentation. The annotated bibliography will include 10 resources. Annotated Bibliography information and examples-- https://owl.english.purdue.edu/owl/resource/614/03/

First Draft: This will include information from the outline and provide a fully developed presentation that is ready to be submitted for Instructor to review.

Project-Presentation: My final project presentation will demonstrate my ability to address the primary purpose of this project and to provide my student colleagues with resource information that can be used beyond the end of the course.

4. Class Participation: Class Participation Self-Evaluation paper will describe a personal assessment of participation based upon weekly access to the course and evidence to support active participation in all activities as required for course completion.

Evaluation

<table>
<thead>
<tr>
<th>Discussions (10)</th>
<th>200 points</th>
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<tbody>
<tr>
<td>Assignments (4)</td>
<td>200 points</td>
</tr>
<tr>
<td>Student Project/Class Presentation (1)</td>
<td>200 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50 points</td>
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</tbody>
</table>

Grading Scale
A  650-625
B  624-600
C  599-574
D  573-548
F  Less than 547
University and Class Policies

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Attendance
Attendance in this class is an ADS Departmental Policy. Attendance is required and preparation is a crucial component to the learning that will take place in this online class. Grades will be affected by absences.

Retake Policy
If a critical circumstance causes you to miss more than 30% of the class you may need to retake the class. This will be an ADS Department decision. Students are responsible for any material that is missed due to absences from class.

USD Excused Absence Policy
When necessary, make-up of course requirements missed because of student participation in University sanctioned events and activities (i.e. intercollegiate sporting events for team members and band members; required field trips including ROTC field experiences; concerts and associated travel for USD orchestra and similar groups; participation in certain student government activities such as Board of Regents meetings) shall be worked out between the instructor and the student upon the student's timely initiative. For a University related event, a student must contact his/her instructor at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that the student will be absent from class. To the extent possible, students should notify the instructor during the first week of the semester of possible missed dates. Instructors are required to allow for such make-up in a timely manner when a student is absent because of participation in events approved by the Vice-President for Academic Affairs. An instructor may have special attendance/requirement policies for particular classes, whenever those policies are not in conflict with the student's right to makeup missed requirements as described above.

Veterans/Active Military
If you are a veteran or active in the military please contact me to discuss any military responsibilities or concerns that need to be coordinated with your academic responsibilities.

- On Campus Resources
- USD Veteran’s Club vetsclub@usd.edu
- Student Veterans Services Office: Teresa Hays/ 605-677-5339/ Teresa.hays@usd.edu

USD Student Counseling Center, scc@usd.edu, 605-677-5777 is available to all enrolled students in need of support services.

Due Dates
In critical situations, or those based on USD’s Excused Absence Policy, students will be allowed to hand in late assignments.
Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](www.sdbor.edu/policy/Documents/2-33.pdf). No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Etiquette in the Classroom
Students will be respectful and courteous to other persons even if the discussion should become intense. Learning occurs when we learn to see each other as sources of information and realize that we are all fallible, including your instructor. Feedback is to be constructive. No disparaging or demeaning feedback is allowed.

Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director; Disability Services, Room 119 Service Center; (605) 677-6389; Web Site [www.usd.edu/ds](www.usd.edu/ds); E-mail: disabilityservices@usd.edu
### Discussion Evaluation Rubric: Guide to Grading Your Class Participation

<table>
<thead>
<tr>
<th>20 points</th>
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<tbody>
<tr>
<td>• Actively supports, engages and listens to other students</td>
<td></td>
</tr>
<tr>
<td>• Comes to class fully prepared</td>
<td></td>
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<tr>
<td>• Plays an active role in discussions</td>
<td></td>
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<tr>
<td>• Comments almost always or consistently advance to the level and depth of the dialogue</td>
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<tr>
<td>• Level of discussions are almost always or consistently better because of student’s presence</td>
<td></td>
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<thead>
<tr>
<th>11-15 points</th>
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<tbody>
<tr>
<td>• Makes a sincere effort to interact with other students</td>
<td></td>
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<tr>
<td>• Comes to class fully prepared at almost every session</td>
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<tr>
<td>• Participates constructively in discussions</td>
<td></td>
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<tr>
<td>• Makes relevant comments based on the assigned reading material</td>
<td></td>
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<tr>
<td>• Level of discussions are occasionally better (never worse) because of the student’s presence</td>
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<table>
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<tr>
<th>6-10 points</th>
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<tbody>
<tr>
<td>• Limited interaction with other students</td>
<td></td>
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<tr>
<td>• Preparation and level of participation are consistent</td>
<td></td>
</tr>
<tr>
<td>• When prepared, participates constructively in discussions and makes relevant comments</td>
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<tr>
<td>• Level of discussions are not likely affected by the student’s presence</td>
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<table>
<thead>
<tr>
<th>0-5 points</th>
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<tbody>
<tr>
<td>• Virtually no interaction with other students</td>
<td></td>
</tr>
<tr>
<td>• Rarely participates</td>
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<tr>
<td>• Comments (if presented) are generally vague or drawn from outside the assigned material</td>
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<tr>
<td>• Demonstrates a lack of interest (consistently)</td>
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<tr>
<td>• Level of discussions are likely negatively impacted by the lack of student’s presence</td>
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## Writing Evaluation Rubric: A Guide to Grading Your Writing

### 20 points
- **FOCUS**-Competent and well developed ideas which represent sound and adequate understanding of the assigned topic
- **EVIDENCE**-Ideas supported sufficiently and support is logical, sound and reliable
- **ORGANIZATION**-Competent organization, is sequential and appropriate to assignment
- **AUDIENCE**-Effective and accurate awareness of general audience and tone, point of view is appropriate to assignment
- **GRAMMAR**-Sentence structure is effective with powerfully written and well-chosen sentence styles and length
- **MECHANICS**-Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment
- **VOCABULARY**-Exceptional vocabulary range, accuracy, and correct and effective word usage.

### 11-15 points
- **FOCUS**-Mostly intelligible ideas but unclear, too broad, or only indirectly supported
- **EVIDENCE**-Main ideas and points are only indirectly supported; support is loosely relevant to main points
- **ORGANIZATION**-Limited attempts to organize around a central topic; paragraphs are mostly stand alone with weak or non-evident transitions.
- **AUDIENCE**-Little or inconsistent sense of audience related to assignment purpose
- **GRAMMAR**-Shows some errors in sentence construction, some non-standard syntax usage
- **MECHANICS**-Contains several (common) punctuation, spelling, and/or capitalization errors; errors in formatting
- **VOCABULARY**-Ordinary vocabulary range, mostly accurate

### 6-10 points
- **FOCUS**-Mostly simplistic and unfocused ideas with little or no purpose or control of main topic
- **EVIDENCE**-Insufficient and non-specific or irrelevant support
- **ORGANIZATION**-Organization while attempted, was unsuccessful; paragraphs were simple, disconnected with no evident transitions or planned sequence
- **AUDIENCE**-Shows almost no awareness of a particular audience and reveals no grasp of appropriate point of view for given topic
- **GRAMMAR**-Sentences show errors of structure; little or no variety; no grasp of sentence flow
- **MECHANICS**-Contains many errors of punctuation, spelling, and/or capitalization; errors interfere with meaning in places; formatting mostly incorrect
- **VOCABULARY**-Errors in diction and usage, while evident do not interfere with readability

### 0-5 points
- **FOCUS**-Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the topic
- **EVIDENCE**-Lack of support for main points with frequent and illogical generalizations without support
- **ORGANIZATION**-Organization, if evident at all, is confusing
- **AUDIENCE**-Lacks awareness of a particular appropriate audience for assignment with point of view somewhat inappropriate or very inconsistent
- **GRAMMAR**-Simple sentences used excessively, almost exclusively; frequent errors of sentence structure
- **MECHANICS**-Contains many serious errors of punctuation, spelling, and/or capitalization; formatting weak, errors interfere with meaning and readability
- **VOCABULARY**-Extremely limited vocabulary; usage is inaccurate