The University of South Dakota  
School of Health Science  
Addiction Studies Department  
ADS 470 Rural Telehealth  
Spring 2018 Online

Instructor: Melissa Dittberner, MA, CPS  
E-mail: Melissa.dittberner@coyotes.usd.edu  
Office hours online Wednesday 8PM-9PM in Collaborate  
Phone: 605-661-1113

Text:  
https://store.samhsa.gov/shin/content//SMA09-4450/SMA09-4450.pdf  
You are able to order these books for free from samhsa.gov if you so desire.

Technology Requirements:  
https://zoom.us/  
https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started  
You can find answers to questions you may have about zoom by following this link.

Course Description:  
This course is an introduction to rural telehealth. The student will develop basic knowledge of technology, issues, ethics, therapeutic risk and responsibilities and helping skills appropriate to work with clients via telehealth.

Background Check  
The School of Health Sciences requires all ADS majors demonstrate a criminal background clearance prior to being fully admitted. If you have not already done so, please complete the clearance at  
https://client.verifiedcredentials.com/southdakota/

CDE Online Student Handbook:  
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

COURSE OBJECTIVES AND OUTCOMES  
STUDENTS WILL:  
A. recognize the various regulations in your state, licensing issues and securing risks

B. identify the basic elements of the helping process through different forms of technology in terms of ethical issues, informed consent, duty to warn, an initial assessment

C. develop foundational knowledge of the professional relationship, therapeutic risk and risk management
D. understand the benefits of e-therapy, group e-therapy and cultural and linguistic competence

E. apply fundamental knowledge of the helping skills process when working with clients/patients via technology and the key terminology

Course Requirements:
The student will be assessed in this class on contribution to class:
Although online classes do not require actual attendance, time spent in the class online is very important. You should plan on spending one hour online for every hour that you would spend in the actual class if you were taking it on campus. It is the responsibility of the student to initiate contact with the instructor and to make suitable arrangements for completing all course requirements if the work cannot be completed as scheduled due to extenuating circumstances.

Assignments

- **Two Reflection papers - 40 points (20 points each)**
  Your personal reflection on telehealth at the beginning of the course and then again at the end of the course. This paper needs to be submitted in the course D2L dropbox. Instructor will return this paper within two weeks of the deadline.

- **Technology presentation - 40 points**
  The presentation can be in any form: video, pictogram, PowerPoint, Prezi or any other creative method of information delivery. Have fun with this project. This presentation needs to be submitted in the course D2L dropbox and posted in the discussion board. Instructor will return this paper within two weeks of the deadline.

- **Discussion board - 160 points**
  Students will be asked to make at least 1 post a week **by Wednesday**. As well as posting 2 comments to students in their groups by Sunday evening. Grades will be posted each week.

- **Two Exams- 60 points (30 points each)**
  There will be two exams in D2L each worth 30 points over key concepts in the course. Grades will be returned within 2 weeks of exam.

- **Two Mock Counseling session – 100 points (50 points each)**
  Counseling sessions will be assessed through the Zoom platform. All information will be under the Content Tab in D2L along with the link to download Zoom.

- **Burnout plan - 20 points**
With guidance from the instructor students will be asked to create a personalized burnout plan. All information on this project will be under the content tab in D2L. Instructor will return this paper within one week of the deadline.

- **Paper and Poster Presentation on State Telehealth requirements - 60 points**
  This project will have multiple due dates throughout the course in order to work up to one large and great research project. I would love if all students showed their work at Idea Fest. The paper is to be 4-6 pages, double-spaced, with at least 5 scholarly resources. Use APA style and use appropriate citations when referencing the course materials. Instructor will return this paper within two weeks of the deadline. Papers must be submitted through the course drop box on D2L.

<table>
<thead>
<tr>
<th>Start date</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Discussion, Introduction to the course, Survey 1</td>
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<tr>
<td>Week 2</td>
<td>Discussion, Weekly reading, Reflection paper I DUE</td>
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<tr>
<td>Week 3</td>
<td>Discussion, Weekly reading, Survey 2, State for Paper and Poster Presentation DUE</td>
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<tr>
<td>Week 4</td>
<td>Discussion, Weekly reading, State Laws Paper and Poster Presentation DUE</td>
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<tr>
<td>Week 5</td>
<td>Discussion, Weekly reading, Exam I</td>
</tr>
<tr>
<td>Week 6</td>
<td>Discussion, Weekly reading, Licensing Issues Paper and Poster Presentation DUE</td>
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<td>Week 7</td>
<td>Discussion, Weekly reading, Burnout Plan DUE</td>
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<tr>
<td>Week 8</td>
<td>Discussion, Weekly reading, Survey 3, Insurance Issues Paper and Poster Presentation DUE</td>
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<tr>
<td>Week 9</td>
<td>Discussion, Exam II</td>
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<td>Week 10</td>
<td>Discussion, Weekly reading, Mock Counseling Session I</td>
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<tr>
<td>Week 11</td>
<td>Discussion, Weekly reading, Mock Counseling Session I</td>
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<tr>
<td>Week 12</td>
<td>Discussion, Weekly reading, Paper and Poster Presentation Final DUE</td>
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<tr>
<td>Week 13</td>
<td>Discussion, Mock Counseling Session II</td>
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<tr>
<td>Week 14</td>
<td>Discussion, Mock Counseling Session II</td>
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<td>Week 15</td>
<td>April 16</td>
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<tr>
<td>Week 16</td>
<td>April 23</td>
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Points
60 = Exams
160 = Discussion
40 = Reflection paper
20 = Burnout plan
40 = Technology presentation
60 = Paper and Poster Presentation on state telehealth
100 = Mock Counseling Sessions
500 = points total

Grade Breakdown:
100-90% A (500- 450)
89-80%   B (449- 400)
79-70%   C (399- 350) [minimum grade considered passing, minimum to use course as a pre-req and for state certification]
69-60%   D (349- 300)
59% and below F (299- 0)

University Policies
Title IX
In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights here. If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu.
If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form.

You can also get help through the USD Counseling & School Psychological Services Center at 605-677-5777. You can also get help from the Domestic Violence Safe Option Services located here in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24 hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this website.
You can have a friend, classmate, advisor, or faculty member help you make a report. Remember – some of these individuals are mandated reporters. Please do not hesitate to contact me if you would like me to support you through this process or if you have questions about how to proceed.

University Policies

**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](http://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:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- 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.

**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](http://www.usd.edu/ds)
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. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
Written Assignments
Paper style will be APA format. 1 inch margins, 12-point font and double-spaced with appropriate APA citations. All written assignments need to be submitted via the course D2L drop box. If it is not posted in the drop box I did not receive it. Double check to see that your submission is in the drop box on the assigned due dates.

Paper and assignment rubric

<table>
<thead>
<tr>
<th></th>
<th>A 100 – 90%</th>
<th>B 89 – 80%</th>
<th>C 79 – 70%</th>
<th>D 69 – 60%</th>
<th>F &lt; 59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Paper displays deep understanding of material</td>
<td>Paper displays good understanding of material</td>
<td>Paper displays some understanding of material</td>
<td>Paper displays low understanding of material</td>
<td>Paper displays little or no understanding of material</td>
</tr>
<tr>
<td>Well</td>
<td>Decently prepared, evidence of fair amount of time preparing and writing</td>
<td>Style and depth is evidence of lack of student interest in topic, paper merely written to “get the grade”</td>
<td>Not prepared properly, tossed together</td>
<td>Not prepared, hurriedly tossed together</td>
<td></td>
</tr>
<tr>
<td>Zero</td>
<td>More than one grammar or spelling errors per page</td>
<td>More than two grammar or spelling errors per page</td>
<td>More than three grammar or spelling errors per page</td>
<td>More than four grammar and spelling errors per page</td>
<td></td>
</tr>
<tr>
<td>Paper is</td>
<td>Proper adherence to APA format</td>
<td>Some adherence to APA format</td>
<td>Little adherence to APA format</td>
<td>Plagiarized and not in APA format</td>
<td></td>
</tr>
<tr>
<td>interesting and exciting for reader</td>
<td>Paper is dull and not interesting for reader</td>
<td>Paper is more than dull and not interesting for reader</td>
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</tbody>
</table>

Note: In the C, D, and F categories, just one of the descriptions can drop the grade to that level. The A and B categories should always be your goal. For example, an A paper can become a C paper through grammar and spelling errors or any paper can become an F paper through plagiarism.