Welcome
Welcome to ADS 410/510 Working with Families on Alcohol and Drug Issues online. My name is Mary Rogers and I will be your instructor this semester. Before we get started into the details of the class I want to share important information about this course. This course is not easy—you will be required to be actively engaged each week of the course—if you miss a week in class we miss what you might have provided to all of us in the learning process. Please Note: It is your responsibility to drop the course if necessary. You are an adult learner and have full responsibility and many choices/options for your learning in higher education. Please make the most of it.

USD University Inclusivity Statement
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected

Course Description
This course will focus on the traditional and contemporary theories of family therapy, and explore the challenges faced in demonstrating effectiveness of various models of family therapy. The role of the partner/family in the onset, progression, treatment, and prevention and alcohol and drug abuse will be reviewed.

Prerequisites and Co-requisites
Course prerequisites: ADS 116, ADS 117, ADS 220, ADS 222
Note - Required of ADS majors; Dual listed with ADS 510.
Cross-listed: Prior to 10-26-09 course was listed as ADS 318
Credits: 3

Required Textbooks
Required textbooks include:
- TIP 39 Substance Abuse and Family Therapy (this PDF is available on the D2L course Homepage – you do not need to order this online document).
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

ADS 410/510 D2L Course Orientation:
The ADS 410/510 Syllabus details the important requirements and expectations for both undergraduate and graduate students. Separate sections in the syllabus will only apply to those students enrolled as graduate students. Detailed information for the entire course is available within the D2L course where students will link to Course Content for weekly lectures, activities, assignments, and instructions for submitting required work. Students will also find reminders and schedules for assignment due dates each week in addition to the Course Schedule and Assignment Due Date document found on the Course Home Page under Getting Started.
Course Objectives/Outcomes and Assessments

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<tr>
<th>Objective/Outcome</th>
<th>Standard</th>
<th>Assessment</th>
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<tr>
<td>Recognize, understand and compare and contrast the various family theories that</td>
<td>NAADAC Ethics Principles 4; ICRC Ethics 1; NIDA Principles for effective</td>
<td>Discussions, reading assignments; journal article reviews</td>
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<td>exist and clinically utilize the main points of each of the major family theories.</td>
<td>treatment, 3,5,6,10; USD Health Sciences Mission Statement</td>
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<tr>
<td>Identify and describe theory differences, similarities and explain how to apply</td>
<td>NAADAC Ethics Principle 4; ICRC Ethics 1; NIDA Principles for effective</td>
<td>Discussions; reading assignments; journal article reviews</td>
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<td>theories within the family with addiction issues</td>
<td>treatment, 1,3,6; USD Health Sciences Mission Statement</td>
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<td>Explore and develop student’s counseling style within the realm of family dynamics</td>
<td>NAADAC Ethics Principle 9; ICRC Ethics 1,9; NIDA Principles for effective</td>
<td>Discussions; reading assignments; journal article reviews</td>
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<td>and addiction</td>
<td>treatment, 1,3,6; USD Health Sciences Mission Statement</td>
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<td>Identify, discuss and apply theory in a clinical setting; identify and assess student</td>
<td>NAADAC Ethics Principles 4,6, 9; ICRC Ethics 1; NIDA Principles for effective</td>
<td>Discussions; reading assignments; journal article reviews; self-assessment;</td>
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<td>self-awareness issues for seamless transition into clinical practice</td>
<td>treatment, 1,3,6; USD Health Sciences Mission Statement</td>
<td>exam/case intake report; graduate case study</td>
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<td>Conduct of comprehensive self-assessment by each student for integration of theory</td>
<td>NAADAC Ethics Principle 9; ICRC Ethics 9; NIDA Principles for effective</td>
<td>Discussions; reading assignments; journal article reviews</td>
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<td>into practice</td>
<td>treatment, 1,3,6; USD Health Sciences Mission Statement</td>
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<tr>
<td>Master course information necessary to successfully complete the theories section</td>
<td>NAADAC Ethics Principles 4,5,9; ICRC Ethics 1; NIDA Principles for effective</td>
<td>Discussions; reading assignments; journal article reviews</td>
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<td>of NAADAC/SDCDA examination</td>
<td>treatment 6; USD Health Sciences Mission Statement</td>
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Instructional Methods and Activities
Brief lectures, textbook reading, assignments, weekly discussions, midterm self-assessment, journal article reviews, case intake exam, graduate case study (graduate students only)

Course Requirements
The student will be assessed in this class according to the following:

- Contributions to online discussions
- Successful completion of assignments (content and submitted on time)
- Attendance (you must be in class each week)
Important information on how to be successful in this course
The following sections describe in more detail the weekly discussion forums, the midterm self-assessment, the journal article review papers, the exam/case intake, and finally the Case Intake Study (Graduate Students Only). Students may expect to receive a grade and comments on their participation and assignments within one week after due date has expired

- **Discussion Forums**—each student is required to respond to the question(s) posted by the instructor for each forum. Questions will be selected based on the assigned readings. The instructor will observe and sometimes participate in the discussion; however, this will likely involve providing the question, defining the direction for the discussion and providing redirection as necessary. My expectation is that the group will lead and direct, sharing and supporting each other in scholarly and lively discussions. My role in the discussion is facilitator and is only intended to provide guidance and redirection if necessary. It is imperative that you have read the material prior to the discussions each week—much of our conversations will consider concepts, theories and personal and professional experiences regarding theory and application. An evaluation rubric is located in the Course Content. **Discussions will be monitored closely—please refrain from presenting your personal experiences.**

- **Midterm Self-Assessment**—Writing Your Self Evaluation will require you to write a 3-5 double-spaced paper that tells me about your understanding of how you are doing in this class. Self-assessment is critical at all stages (we tell our clients this all the time don’t we?) of your education. During the academic years we can become highly motivated to achieve and complete all assignments, but I hear all too often from students that they remember little about the actual course related content and its application. That may be true, but over time the knowledge gained in the courses taken will show through in your writing, your actions, and yes, through your inactions. As you write, you will have to remember that this is not about the structure of this course or the instructor—it is about you and what you are doing to gain the knowledge, insights and experiences to make this a meaningful course. Specific information regarding the midterm is available in Course Content.

- **Journal Article Review Papers**—Summarizing research articles will help you to develop your critical thinking skills and your ability to express yourself as a working professional (or soon to be). A research article is written to get across a lot of information quickly to a reader. Reading such articles can be tedious and sometimes frustrating unless you are familiar with scientific writing and the reasons for this style. Research articles are highly structured to make information easy to find. This assignment is outlined in detail in the Course Content.

- **Exam-Case Study:** All students will complete the final exam—Case histories are designed to help students test their ability to think their way through situations involving substance abuse, mental health and family relationships and how those interact with the health and wellness of a client. By completing a case study the student will make tentative assessments of the “patients” and eventually to make responsible suggestions for treatment plans and goals. It is a way to see if the knowledge and skills the student has developed can be applied in a hypothetical case setting. The cases are composites of actual client cases or events.

- **Case Intake Study:** **GRADUATE STUDENTS ONLY**—The case study will be provided to you in Course Content section with specific details on how to conduct the full case study.
Evaluation/Grade Assignment: Total points possible are listed below

- Discussion (120 points)
- Class assignments:
  - Journal Article Review Papers (4) 100 points
  - Midterm Self-Assessment (1) 80 points
  - Final Exam-Case Intake (1) 100 points
  - Graduate Students Only-Case Intake Study (1) 100 points

Grades: Total possible points undergraduate students (400) and graduate students (500)

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<th>Undergraduate</th>
<th>Graduate</th>
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<tr>
<td>A 376-400</td>
<td>A 476-500</td>
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<tr>
<td>B 350-375</td>
<td>B 450-475</td>
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<tr>
<td>C 325-349</td>
<td>C 425-449</td>
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<td>D 299-324</td>
<td>D 399-424</td>
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<td>F less than 299</td>
<td>F less than 399</td>
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Schedule of Assignments

- All assignments are outlined in each weekly section found under the Course Homepage
- Subject to change-any changes will be noted in the course News section of the Course Homepage
- All potential changes will be favorable to student’s schedule and should cause no hardship or unnecessary burden on students
- All assignments are due by date listed and must be submitted on those dates by 11:30PM CST

University Policies

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.

Cheating and Plagiarism
Any cheating or plagiarism necessitates consequential action. The consequences will involve a grade of “zero” or “F” for the work submitted and potential reporting of the incident to the proper campus authorities. Your academic honesty allows for your standard of excellence in achieving the grade you earn or deserve and maintaining the respect of your classmates and professors. Please refer to the Student Conduct Code of the Student Handbook. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may 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
Students are responsible for learning the content of any course of study in which they are enrolled. Under the Board of Regents and University policies, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards, but is related instead to judgment of their personal opinion or conduct, should contact the dean of the college which offers the class to initiate a review of the evaluation.

Disabilities Services
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of documented disability should contact and register with Disability Services prior to or during the first week of class. 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 and present that for signature to each instructor in each class every semester. For information contact Director of Disability Services, Room 119 Service Center, 605-677-6389; email: dservices@usd.edu Website: www.usd.edu/ds