INSTRUCTOR:  Francis “ Frank” Zavadil, M.A.,LAC

EMAIL:  Please email whenever possible through D2L, and my address is available in your contact list. If that is not possible, my secondary email address is: francis.zavadil@usd.edu

PHONE:  605-658-5945 [8 a.m. to 4 p.m. Mon through Fri]
All times are Central Time Zone. Preferred communication is through D2L. If you must contact me by phone, please abide by the above posted hours and leave a detailed message. I will either send you an email response or if needed call you back as soon as I am available. Although I know this is an online class and you may be working on it at all hours of the day, please understand that if you are working on something in middle of the night, I am not going to be available to assist.

ONLINE OFFICE HOURS:  I will respond to all e-mail through D2L within 24 hours Monday through Friday. I do not guarantee that I will respond to anything over the weekend. If there is a time when I will be unavailable during the week, I will notify the class through the NEWSBOARD in D2L prior to such absence.

TEXTS:


*You do not have to buy this book, but must have one available for review

*This packet can only be bought at the USD Barnes and Noble
COURSE DESCRIPTION

The concept that alcohol and drug abuse treatment is a continuum from intervention through continuing care is emphasized. Acquaints the student with theories, models, stages, and functions of alcohol and drug abuse treatment.

COURSE OBJECTIVES AND OUTCOMES

STUDENTS WILL:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the scope of alcohol and drug abuse treatment</td>
<td>Course readings, interviews, and discussions</td>
</tr>
<tr>
<td>2. Distinguish treatment of alcohol and drug abuse in terms of a continuum of services</td>
<td>Course readings, interviews, and discussions</td>
</tr>
<tr>
<td>3. Interpret the twelve core functions/four domains of alcohol and drug abuse counseling</td>
<td>Course readings, interviews, discussions, written assignments, and final examination</td>
</tr>
<tr>
<td>4. Analyze the theories, models, and contemporary issues relating to alcohol and drug abuse treatment</td>
<td>Individual research, course readings, interviews, written assignments, and discussions</td>
</tr>
<tr>
<td>5. Apply comprehensive treatment services</td>
<td>Written assignments, interviews, and discussions</td>
</tr>
<tr>
<td>6. Develop an individualized treatment Plan</td>
<td>Written assignments, interviews, and course readings</td>
</tr>
<tr>
<td>7. Utilize knowledge in matching appropriate ASAM treatment services to client needs</td>
<td>Written assignments, discussion</td>
</tr>
<tr>
<td>8. Develop a comprehensive client-assessment</td>
<td>Written assignment, discussion</td>
</tr>
</tbody>
</table>
COURSE OUTLINE

I. Basic considerations of chemical dependency treatment
   A. Twelve core functions/global criteria
   B. Continuum of care
   C. Theories and models of addiction

II. The scope of treatment
   A. Intervention, involuntary commitment, and screening
   B. Intake and orientation
   C. Assessment and diagnosis

III. Treatment planning
   A. Individual and group counseling
   B. Couples and family counseling
   C. Case management

IV. Record keeping
   A. Progress notes
   B. Consultation
   C. Aftercare plan

V. Discharge and support services
   A. Referral
   B. Contingency plan
   C. Education and relapse prevention

COURSE REQUIREMENTS

PARTICIPATION 50 points

Students will be randomly assigned to discussion groups. Each group will designate a facilitator who will begin and end each discussion topic as assigned. Student groups will be monitored by the professor with the professor’s guidance if deemed necessary. Students will need to stay “focused” on the topic, use proper internet/discussion board etiquette (refer to page 5 in the Continuing Education orientation packet), and log on the group discussions at least 3 times per topic and provide at least 100 words per entry to receive total points for participation.

(Please Note) A student will be dropped from the class if there is no participation by the end of the first official discussion topic regarding the “Principles of Effective Treatment”.
There will be ten topics, listed in the following table, and students will be required to post at least three times per topic. The first post of the week must be posted by Thursday at 11:59pm, the remaining two posts must be posted by Sunday at 11:59pm. When a topic is available for two weeks, the first post must be up by the Thursday of the first week and the second post by Sunday of the first week. **At least three of your posts each discussion topic need to be 100 words or more to receive credit.**

**Discussion grades will be posted every two weeks under the Grades tool. If a student does not post in the discussion for 2 or more weeks throughout the semester, there grade will be lowered by one letter grade.**

**GROUP DISCUSSION TOPICS AND READING ASSIGNMENTS**

Assigned readings are tentative and more may be added by the Professors, any additional readings will be available on D2L.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16 to 5/22</td>
<td>Introductions</td>
<td>Read Syllabus and complete Survey in D2L</td>
</tr>
<tr>
<td>5/30 to 6/5</td>
<td>Twelve Core Functions</td>
<td>Packet pp 9-14 and TAP 21 Section 2 pp. 35-150</td>
</tr>
<tr>
<td>6/6 to 6/12</td>
<td>Screening/Intake</td>
<td>Taleff pp. 44-67; TAP 21 pp. 37-45; Packet pp. 27-41 &amp; 55-70</td>
</tr>
<tr>
<td>6/13 to 6/19</td>
<td>ASAM, Treatment placement, &amp; Orientation</td>
<td>Packet pp. 43-54 &amp;71-82 TAP 21 p.62</td>
</tr>
<tr>
<td>6/27 to 7/3</td>
<td>Treatment Planning, Matching Treatment Services</td>
<td>Taleff pp. 89-104; Packet pp. 88-111 &amp; 45-53; TAP 21 pp. 53-66</td>
</tr>
<tr>
<td>7/4 to 7/10</td>
<td>Group/Family Counseling Case Management, Referral, &amp; Continuing Care</td>
<td>Taleff pp. 105-128; Packet pp. 131; TAP 21 pp. 183-202; Packet pp. 140-152; TAP 21 pp. 67-75</td>
</tr>
<tr>
<td>7/11 to 7/17</td>
<td>Consultation and Discharge; Report &amp; Record Keeping</td>
<td>Packet pp. 153-167; TAP 21 pp. 77-97 &amp; 141-150</td>
</tr>
</tbody>
</table>
### ASAM ASSIGNMENT

10 points

This assignment is designed to introduce students to some basic information on the American Society of Addiction Medicine (ASAM) Patient Placement Criteria. The rationale for becoming familiar with ASAM is that approximately 30 plus states utilize the criteria for matching patients to specific treatment levels of care. The criteria has been used for approximately 25 years in the treatment field and serves as a means for establishing consistent admission criteria for multiple levels of care through the treatment continuum. In doing so, this avoids over or under treating patients and serves to be cost effective for the treatment industry. In addition, the ASAM criteria has been accepted by manage care companies for use in justifying eligibility requirements for insurance reimbursement. Because of these factors there is a good chance you will encounter the ASAM Patient Placement Criteria sooner or later in your career, so hopefully this information will give you a good start in becoming educated on the subject.

The ASAM article for you to review will be provided via link to the site on the internet in D2L. If you have problems accessing the site please notify your professor immediately.

Students must read the posted article and take the ASAM quiz by 6/4/17. You will receive 10 points for a passing score on the quiz (70% or above). You can retake the quiz as many times as needed to pass it.

*Your score for the quiz will be immediately available. The quiz is available on D2L and is not proctored.*

### DYAD GROUPS AND ASSIGNMENTS 75 points

Students will be working in dyads to complete the following assignments and you will be assigned partners by the professor. It is very important that all students take this seriously as it can affect your partner’s grade if you do not.

Once the dyad group has been assigned by the instructor, each partner should set up meetings times early on in semester to ensure you have time to complete your assignments. You will be working with the same partner/client for the entire semester, so each assignment will be based on this client.
Interviews conducted will involve packet materials and application of the American Society of Addiction Medicine (ASAM) criteria. There will be packet pages and other posted readings assigned for the interview that students need to demonstrate in the interviews. Each student will have a double role as both a “counselor” and a “client” with their partner. Each “counselor” will tell their “client” the population they want to work with, i.e., adolescents, male/female adults, elderly, criminal justice, etc. The client must answer the questions as if they are a client seeking treatment at a substance abuse treatment agency, so you must have at a minimum an alcohol or drug problem diagnosable as mild moderate or severe substance disorder according to the DSM 5.

Assignments must be submitted through the D2L Dropbox. Late assignments will not be accepted without prior approval.

1. Screening/Intake (25)  
   -Due 6/11 at 11:59pm

2. Assessment & Diagnosis (25)  
   -Due 7/09 at 11:59pm

3. Treatment plan (goals & objectives) (25)  
   -Due 7/30 at 11:59pm

As this is an academic course, students will be required to complete assignments based on the course guidelines, not on how your agency completes these tasks. You will be required to follow the class basic format and will not be allowed to use the format that you do at work. This is to ensure that all students are learning the same material and on equal footing.

Students will receive feedback through the drop box on the written assignments within two weeks after submission.

FINAL EXAMINATION: 50 points
On line exam consists of multiple-choice and short answer essay questions. This exam will be comprehensive and students will be provided with a review indicating what areas will be examined and evaluated. The exam will be available to students for 24 hours, but once they have accessed the exam they will only have 50 minutes to finish. There is only one attempt allowed. The exam must be submitted for grading through D2L; answers must be saved and the entire exam submitted. If you experience technical issues during the exam, contact the helpdesk and notify the professor through email or a phone call (during normal business hours).

The final exams is open-book and open-note. A proctor will not be needed. If students miss an exam time, they will not be able to make up the exam unless they have contacted the instructor prior to the exam time and made arrangements for another time.

The exam will be on 8/3/17 from 12am (Central Standard Time) to 11:59pm.  
The grade for the final examination will be available within three days under the Grades tool.
GRADUATE/522L STUDENTS ONLY

FIELD PROJECT: 50 points

Please refer to the specific details in how this assignment is to be completed under the Content section in D2L.

The graduate student will complete an on-site visit at a local chemical dependency treatment program to gain an understanding of the program’s operation, case record content, theoretical approaches/programming and quality of care measures. Upon completion of the visit, the student will write a maximum 6-10 page 12-font double spaced computer generated paper analyzing the quality of the treatment services toward the population the program serves and also listing the students own impression of the strengths and limitations. In addition the student will summarize what new personal information was learned through this site visit and what further training, education or experiences are felt necessary to advance the student’s own work in the substance abuse treatment field. The student may not interview a program they previously worked for or are currently employed since this assignment is geared for you to enhance your current knowledge of the field.

The details of this assignment will be provided in D2L. Assignment is due in the D2L Dropbox on 7/17/17 at 11:59pm.

Students will receive feedback through the drop box on the written assignments within two weeks after submission.

TOTAL POINTS AND GRADING SCALE (Undergraduate)

185-165 = A
164-145 = B
144-125 = C (minimum grade required ADS Department and by SD certification board)
124-105 = D

TOTAL POINTS AND GRADING SCALE (Graduate)

235-215=A
214-195=B
194-175=C (minimum grade required ADS Department and by SD certification board)
174-155=D

Course Policies

Assignments, quizzes, exam dates are to be adhered to. Assignments are expected to be turned in on the day due. The instructor will not chase any student down for late work, it will simply be noted as late or as not turned in, the student is responsible to keep track of handing assignments in on time as noted in the syllabus. Students who fall 3 weeks behind in coursework deadlines will be removed from the course by the instructor.
Students are strongly encouraged to send assignments in progress to the professor so that the professor can give “early feedback” on the assignment. Assignments cannot be turned in for early feedback less than 96 hours (4 days) prior to the due date of the assignment.

The MA student must maintain a 3.0 GPA throughout their program of study.

Not having the textbook is NEVER an excuse for late work. The student is expected to order the text from the University Bookstore at the University of South Dakota prior to the course starting.

USD Academic Honesty Policy: Your academic honesty allows for your personal standard of excellence in achieving the grade you earn or deserve, as well as in maintaining the respect of your classmates and professor. “Cheating” is defined as intentionally or unintentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. “Plagiarism” is defined as intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.

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.
Please refer to the Student Code of Conduct Policy 3.4 of the Student Handbook.

USD Academic Freedom Policy:  
Freedom in learning: students are responsible for learning the content of this course and a student’s academic performance will be evaluated on an academic basis. Students are welcomed and encouraged to take reasoned exception to the data or views offered in this course. If a student believes that they are graded on personal opinions or conduct they should contact the Dean of Health Sciences.

Disability Service: Any student who feels he or she 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. 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. For information contact: The Director of Disability Services Room 119 Service Center, 605)677-6389 www.usd.edu/ds; dservices@usd.edu
**Etiquette/Netiquette:** 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. Never post anything that can be perceived negatively by another student. Never email or post in anger. Always be respectful of the views of others.

**Veterans past and present:** I would like to express my gratitude for your service to our country and gladly welcome you into the class.

**Global Inclusive Learning:** 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 Delivery Mode and Technology:** Desire 2 Learn URL: [https://d2l.sdbor.edu/](https://d2l.sdbor.edu/) will be the course management software for this course. Please review the new Online Student Handbook for valuable information to help you be successful as an online learner. The Handbook can be found at the following URL [http://www.usd.edu/cde/upload/online-orientation-guide.pdf](http://www.usd.edu/cde/upload/online-orientation-guide.pdf)

You will need a USD email account, which is required for all online courses. All new students should go to [http://www.usd.edu/accounts/pickup](http://www.usd.edu/accounts/pickup) to create a USD email account. If you have an active account but unsure of your username or password, please contact the USD helpdesk at 605-677-5028.

The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses and those requirements are listed in the student’s guide. Course materials will be provided as online documents that you can read online or print off. You will need weekly access to a web navigator to access the course web site, materials, and participate in weekly group discussions. You will also need a PDF file reader (Acrobat Reader) since class documents/assignments will be in this format.
# Class Participation Rubric

The following rubric sets out the criteria upon which you will be evaluated: A guide to grading your class/discussion board participation.

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Actively supports, engages and listens to peers (on-going)</td>
<td>- Actively supports, engages and listens to peers (ongoing)</td>
<td>- Makes a sincere effort to interact with peers (ongoing)</td>
<td>- Limited interaction with peers</td>
<td>- Virtually no interaction with peers</td>
<td>- No interaction with peers</td>
</tr>
<tr>
<td>- Arrives fully prepared at every session</td>
<td>- Arrives fully prepared at almost every session</td>
<td>- Arrives mostly, if not fully, prepared (ongoing)</td>
<td>- Preparation, and therefore level of participation, are both inconsistent</td>
<td>- Rarely prepared</td>
<td>- Never prepared</td>
</tr>
<tr>
<td>- Plays an active role in discussions (on-going)</td>
<td>- Plays an active role in discussions (ongoing)</td>
<td>- Participates constructively in discussions (ongoing)</td>
<td>- When prepared, participates constructively in discussions and makes relevant comments based on the assigned material</td>
<td>- Rarely participates</td>
<td>- Never participates</td>
</tr>
<tr>
<td>- Comments advance the level and depth of the dialogue (consistently)</td>
<td>- Comments occasionally advance the level and depth of the dialogue</td>
<td>- Makes relevant comments based on the assigned material (ongoing)</td>
<td>- Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>- Comments are generally vague or drawn from outside of the assigned material</td>
<td>- Demonstrates a noticeable lack of interest in the material (ongoing)</td>
</tr>
<tr>
<td>- Group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>- Group dynamic and level of discussion are often better because of the student’s presence</td>
<td>- Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>- Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>- Demonstrates a noticeable lack of interest (on occasion)</td>
<td>- Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
</tr>
</tbody>
</table>

Developed by Adam Chapnick, University of Toronto

http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469