University of South Dakota  
School of Health Sciences  
Department of Alcohol and Drug Studies  

ADS-426/526  
Theory and Practice of Alcohol/Drug Prevention in Communities,  
Summer 2017  

Instructor: Melissa Dittberner, CPS  
E-mail: Melissa.Dittberner@coyotes.usd.edu  
The instructor will respond to emails within 24 hours Monday through Friday, 48 hours on weekends.  
You are welcome to text for quick questions.  
Cell Phone: 605-661-1113  

TEXTS:  
2. www.samhsa.gov 2008 Sustaining Community-Based Programs: A Toolkit for Community and Faith-Based Service Providers (free online under course content tab)  

Course Description: This course examines: program planning, organization, community theory/models, fundraising/ grant-writing skills and coordination necessary to develop and implement alcohol/drug prevention within communities.  
*Students should have previously taken ADS-421/521 Foundations of Alcohol/Drug Prevention. Both courses are required for South Dakota Prevention Certification.*  

Course Rationale: This course will build upon ADS-421/521 and will serve as a capstone course. Students will utilize the historical, theoretical and present-day science based literature and strategies in order to construct a community prevention plan. The planning process will be done in dyads/or small groups and will consist of collecting data, developing goals and objectives, writing a community prevention grant OR a plan to raise funds within a community, selecting science based prevention strategies to meet the objectives, developing an evaluation plan and completion of a community service project.  

CDE Online Student Handbook:  
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx
## Course Objectives/Outcomes, Standards and Assessment:

<table>
<thead>
<tr>
<th>Objective/Outcome</th>
<th>Standard</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this course, students will</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 3, 5, 6, 10 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations Graduate paper</td>
</tr>
<tr>
<td>Identify the various prevention counseling theories and the main points of each major prevention theory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast various prevention theories.</td>
<td>NAADAC ethics Principle 4 ICRC Ethics 1 NIDA principles for effective treatment 1, 3, 5, 6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
</tr>
<tr>
<td>State how to plan a prevention program.</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 1, 3, 6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Chapter questions</td>
</tr>
<tr>
<td>Allow the student time for self-reflection and self-awareness so that each student can integrate theory into their own personal relationship with their clients.</td>
<td>NAADAC ethics Principle 9 ICRC Ethics 9 NIDA principles for effective treatment 1, 3, 6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
</tr>
<tr>
<td>Obtain prevention licensure through passing the NAADAC / SDCDA examination for addiction counselors (if student desires).</td>
<td>NAADAC ethics Principle 4, 5, 9 ICRC Ethics 1 NIDA principles for effective treatment 6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
</tr>
</tbody>
</table>
**Course Objectives:** The students will:

1. Apply needs assessment tools and methods for determining a community’s needs and vision regarding A/D prevention
2. Determine how to monitor activities through evaluation
3. Identify financial sources and strategies to increase funding/grant opportunities for local prevention projects
4. Identify community stakeholders for the purpose of developing community task forces or coalitions
5. Construct a comprehensive prevention plan
6. Identify formal and informal policy makers and how policy is influences
7. Plan and implement a service learning project of eight hours minimum length in their community of choice.

**Instructional Methods:**
This course will utilize several learning methods to enhance the understanding of the course material. Classes will consist of focused lectures, collaborative learning activities, information from outside resource people as well as small and large group discussion. A portion of the course will be devoted to the completion of the service learning project.

**Netiquette/Etiquette:**
When emailing or posting a response to a fellow student the following rules apply: 1) No cursing or usage of symbols that can be construed as cursing will be tolerated. 2) Remember that what you put in writing and email or post can be recorded permanently, use appropriate professionalism. 3) Personal attacks on material or the writer of such will not be tolerated. Refusal by any student to abide by online etiquette can result in dismissal from the class after review by the instructor of record and the department chair of ADS.

**COURSE EVALUATION AND GRADING**
Students will be assessed in this course on the following criteria (due dates are in the course schedule):

1. **Midterm Q&A’s 100 points** (see attached list of questions). This will be about 7-9 pages in length. Your answers to the questions need to be highly detailed and are the basis of your service learning project. **Grades for assignments will be posted one week after submission.**

2. **Service Learning Project 300 points.** The primary outcome of this course is a service learning project that you and your team members design and implement. Must be based on 7 steps in Chapter 3 of SAP text. Teams can be 2 to 4 members in size, team members will evaluate ALL other members of the team separately. I will have team members redo evaluations if I feel they are purposely loaded to create “all A’s.” The project must involve 8 hours (at minimum) of service learning, and the venue is completely at your discretion as is the project. The project MUST be a prevention project utilizing the models (or a model) in your texts, and must involve raising funds (these funds will be run through our department—the checks need to be written to ADS) YOU are responsible to choose your project, team members and site. **The professor will not assist you in this part of the course.** This should be planned out and ready to go by mid-semester. Not having a solid plan and site in place as scheduled in the syllabus will be reason to drop the student from the course. **You are NOT limited to persons enrolled in this course as team members, but you are fully responsible for the final project and its outcome, and your team members must fill out the feedback form attached to the syllabus.** The professor also must receive contact information from the site you are doing the project at, along with a signed release from the site (see form in syllabus) to discuss your project with the site administrator(s). **Grades for assignments will be posted one week after submission.**
3. **Final Reflection Paper 100 point.** This paper is about your service learning project, but MUST be grounded in the course material. This means that you will cite materials from the course (using APA style, 5th edition) at minimum, 10 times in this paper. All references can come from the course (you can use outside ones if you wish, but the course materials are comprehensive). The paper is to be 5 pages in length, not including cover page and reference page, double-spaced, 1 inch margins, times new roman 12-point font. This paper is to be an individual work; you may not work on this with other classmates. **Grades for assignments will be posted one week after submission.**

4. **Presentation 50 points.** PowerPoint required (cannot be in any format other than Microsoft office PowerPoint). Post the PowerPoint as an attachment on the discussion board under the appropriate week. The PowerPoint will cover your experience from the service learning project, and must be professional in nature. Minimum of 25 PowerPoint slides, maximum of 40 slides. Must incorporate Logic model from chapter 8 of SAP text. **Grades for assignments will be posted one week after submission.**

5. **Online discussion participation 10 points (each week).**
   A two paragraph reflection on the week’s materials, in the format of
   a. “I learned…”
   b. “I felt …”
   c. Responses to the journals are to consist of no more than 2 paragraphs, and your thoughts and feelings on another student’s posted reflective journal, see “netiquette etiquette” in this syllabus, and also see the feedback rubric at the end of this syllabus for participation guidelines on the discussion boards. The instructor will post feedback on the discussion board weekly. **Grades from discussion contributions will be posted weekly.**

6. **GRADUATE CREDIT: (Graduate students only) 100 points--- 8-10-page paper, prevention topic of your choice, APA style, 6-10 references**

**Grade Breakdown:**
90-100% A (630- 561)
80-89% B (560-504)
70-79% C (503-441) [minimum grade considered passing, minimum to use course as a pre-req and for state certification]
60-69% D (440-378)
59% and below F (377-0)
Total points possible for the course: 630 (undergraduate) and 730 (graduate)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>6/5</td>
<td>Introduction; Health Behavior and Health Education Part One (chapters 1 and 2); SAP chapters 1 and 2; Discussion Posting</td>
</tr>
<tr>
<td>Week 2</td>
<td>6/12</td>
<td>Health Behavior and Health Education Part Two; Health Behavior and Health Education Part Three; Discussion Posting</td>
</tr>
<tr>
<td>Week 3</td>
<td>6/19</td>
<td>MIDTERM QUESTIONS AND ANSWERS DUE</td>
</tr>
<tr>
<td>Week 4</td>
<td>6/26</td>
<td>Health Behavior and Health Education Part Four; Health Behavior and Health Education Part Five; Discussion Posting</td>
</tr>
<tr>
<td>Week 5</td>
<td>7/3</td>
<td>NOLO text chapters 1-3, 8, and 9; Sustaining Grassroots; Service Learning Plan; Discussion Posting</td>
</tr>
<tr>
<td>Week 6</td>
<td>7/10</td>
<td>NOLO text chapters 4-7 and 10; SAP text chapter 10; SAMSHA grant packet; Discussion posting; Feedback forms</td>
</tr>
<tr>
<td>Week 7</td>
<td>7/17</td>
<td>PowerPoint presentation on service learning project due, posted on discussion board, MUST incorporate Logic Model from SAP text chapter 8</td>
</tr>
<tr>
<td>Week 8</td>
<td>7/24</td>
<td>NOLO text chapters 11-13; SAP text chapters 7 and 9; Discussion posting; FINAL PAPERS DUE</td>
</tr>
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</table>
Based on the information that has been provided to you, please answer the following questions and complete the prevention plan for a “community” of your choosing (town, school, college campus, worksite, etc.). Please apply the principles from any information gleaned from the course or the Foundations of Prevention class. These Q&A’s (this is NOT a paper; this is a Q&A listing!) will be the basis for writing your grant which is the capstone project for this course.

This project is to be typed and double-spaced. This project is worth 100 points and is due as listed in the syllabus. Each question is worth 8 points (there are 4 bonus points in other words).

1. Define your community. Provide information regarding size, location, environment and other demographic information.

2. One of the steps in a community prevention plan is community mobilization. Please provide a list of task force members, their titles (school teacher, mayor, etc.), and the purpose for including these individuals. Briefly describe how you would go about selecting these individuals and in what capacity they will serve.

3. You and your community prevention task force need to begin gathering information about your community and surrounding area. Briefly describe how the information will be gathered and who will be responsible for the task.

4. Gather information about your community. You may utilize any materials to guide the process. Please reference all materials, sources and sites that you do utilize. Describe the information you have gathered.

5. It is time to determine the program goals for your community. You and your task force should identify at least 5 program goals that could be accomplished over the next 3 years. Remember that goals are long term and broad. Each goal should be written in one statement and based on the information you have gathered.

6. Based on the 5 goals, write at least two objectives for each of the goals. Remember that objectives are short-term, measurable and specific. The objective should contain the condition, the end result and a measure of the result or acceptable level.

7. Based on the goals and objectives describe at least two ways you would evaluate each objective based on the logic model.

8. Based on each of the objectives, describe the target audiences/system that the objective is targeted towards.

9. Based on each of the objectives, list at least one primary activity you would utilize to reach your objective.

10. Based on each of the activities, what types of costs would be involved? Estimate the cost of the activity (this works best if you handwrite costs in RED INK by each of your goals and steps, AFTER you have completed all the other questions, rather than re-typing all your goals/steps and objectives).
11. Based on each of the activities, what would be the first two steps that you would need to take in order to implement the activity.

12. Based on each of the steps, describe who will be responsible for completing the steps (certain committee members, prevention specialist, etc.).

13. Based on the objectives, what target date would each of your objectives be completed?
Team Member Evaluation:
Name of Evaluated team member: __________________________________

Name of Evaluator (this will be kept in the professor’s file and shredded at the end of the grading process):
____________________________________

Rate on a scale of one to ten, with ten being outstanding and one being very poor, the following performance objectives:

Worked harder on the project than most of us: 1-2-3-4-5-6-7-8-9-10
Gave good feedback that improved the project: 1-2-3-4-5-6-7-8-9-10
Was receptive to feedback: 1-2-3-4-5-6-7-8-9-10
Was a true team member: 1-2-3-4-5-6-7-8-9-10
Easy to work with: 1-2-3-4-5-6-7-8-9-10
Excellent ideas that were workable: 1-2-3-4-5-6-7-8-9-10
Contributed fair share to entire project: 1-2-3-4-5-6-7-8-9-10
Worked well with our “consumers”: 1-2-3-4-5-6-7-8-9-10
Worked well with facility coordinators: 1-2-3-4-5-6-7-8-9-10
I would work with this person again: 1-2-3-4-5-6-7-8-9-10

Comments (these will be typed up by the ADS Graduate Assistant, given to the professor for review, then sent to the evaluated person as an anonymous group of comments. Evals without written comments will be shredded, and the points will not be counted. Also, assigning 100 points to any team member will result in that eval not being counted—I do not sanction any group that “decides” everyone will get a certain number of points):
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Course Requirements:
The student will be assessed in this class according to:
1. Contribution to class discussion.
2. Involvement in class activities.
3. Assigned homework completion and substance therein.
4. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, 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.
5. 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:
   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.
6. Paper style will be APA format, 6th Edition, 1 inch margins, 12-point font and double-spaced. Library resources online are found at: http://www.usd.edu/library/

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. See the policies under D2L on the class homepage for this class if applicable.

Course Policies:
1. Cheating and plagiarism are unacceptable. 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 “CDE Online Student Handbook” and the code of conduct for online students is now found in the “Netiquette” section on page 5. The hyperlink to this manual is found at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx
   a. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
   b. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.
2. Attendance, participation and Activities are required.
3. Work-related absences are not accepted as an excused absence. [Attendance is not a requirement of courses stamped “INTERNET” in the course catalogue--- these would be face to face courses only]
   Military, VA, athletic events are approved absences under BOR policy.
4. Assignments, quizzes, exam dates are to be adhered to. Late assignments will receive a deduction of 20% of the maximum grade per day for each assignment (i.e., assignments turned in 5 days late will receive a zero). Assignments are expected to be turned in on the day due.
5. There will be no redo’s allowed for unacceptable assignments. It is the responsibility of the student to contact the professor prior to the due date if the student is in any way unclear about the requirements of the assignment. 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.
6. ALL assignments are to be turned in via the drop box in Desire to Learn.
Disability 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 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: Ernetta L. Fox, Director of Disability Services, Room 119 Service Center, phone: 605-677-6389, email: dservices@usd.edu Website: www.usd.edu/ds

Discussion evaluation Rubric: A guide to grading your class participation.

<table>
<thead>
<tr>
<th>A+ 100%</th>
<th>A 90-99%</th>
<th>B 80-89%</th>
<th>C 70-79%</th>
<th>D 60-69%</th>
<th>F &lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively supports, engages and listens to peers (ongoing) • arrives fully prepared at every session • plays an active role in discussions (ongoing) • comments advance the level and depth of the dialogue (consistently) • group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>• actively supports, engages and listens to peers (ongoing) • arrives fully prepared at almost every session • plays an active role in discussions (ongoing) • comments occasionally advance the level and depth of the dialogue • group dynamic and level of discussion are often better because of the student’s presence</td>
<td>• makes a sincere effort to interact with peers (ongoing) • arrives mostly, if not fully, prepared (ongoing) • participates constructively in discussions (ongoing) • makes relevant comments based on the assigned material (ongoing) • group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>• limited interaction with peers • preparation, and therefore, level of participation, are both inconsistent • when prepared, participates constructively in discussions and makes relevant comments based on the assigned material • group dynamic and level of discussion are not affected by the student’s presence</td>
<td>• virtually no interaction with peers • rarely prepared • rarely participates • comments are generally vague or drawn from outside of the assigned material • demonstrates a noticeable lack of interest (on occasion) • group dynamic and level of discussion are significantly harmed by the student’s presence</td>
<td>• no interaction with peers • never prepared • never participates • demonstrates a noticeable lack of interest in the material (ongoing) • group dynamic and level of discussion are significantly harmed by the student’s presence</td>
</tr>
</tbody>
</table>
### Paper and assignment Rubric, a guideline to grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A+ 100% | - Paper displays deep understanding of material  
- Well prepared, evidence of great deal of time spent preparing and writing (about one hour per written page)  
- Zero grammar or spelling errors  
- Paper is interesting and exciting for reader  
- Strict adherence to APA format |
| B 80-89% | - Paper displays good understanding of material  
- Decently prepared, evidence of a fair amount of time spent preparing and writing  
- Less than one grammar or spelling errors per page  
- Paper is interesting for reader  
- Proper adherence to APA format, less than one error per page |
| C 70-79% | - Paper displays some understanding of material  
- Style and depth is evidence of lack of student interest in topic, paper merely written to “get the grade”  
- More than 2 grammar or spelling errors per page  
- Paper is dull and uninteresting  
- Some adherence to APA format |
| D 60-69% | - Paper displays low understanding of material  
- Not prepared properly, tossed together  
- More than 3 grammar or spelling errors per page  
- Paper is dull and uninteresting  
- Proper adherence to APA format, less than one error per page |
| F <60% | - Paper displays little understanding of material  
- Not prepared properly, hurriedly tossed together  
- Four or more grammar or spelling errors  
- Paper is dull and uninteresting  
- Not in APA format |

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).
Name ______________________________ Date ____________________________

Evaluating Student Presentations

<table>
<thead>
<tr>
<th>Points</th>
<th>(D) 1</th>
<th>(C.) 2</th>
<th>(B) 3</th>
<th>(A) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
</tr>
<tr>
<td>Graphics</td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Student's presentation has four or more misspellings and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Student reads all of report with no eye contact.</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
</tr>
<tr>
<td>Elocution</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
</tr>
</tbody>
</table>