I. COURSE DESCRIPTION
Through this seminar course, learners will have the opportunity to 1) understand the etiology of addiction co-occurring with mental illness; 2) survey current reviews of and research related to co-occurring disorders; 3) learn assessment strategies to determine presence of co-occurring disorders, 4) learn evidence-based counseling approaches to facilitate intervention and treatment when working with clients with co-occurring disorders; and 5) acquire knowledge to implement preventive strategies to assist clients. Learners may find the content useful in a variety of counseling settings and with diverse clients.

II. RATIONALE
Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. Reflective decision-making engages professionals in cycles of thought and action based on theoretical, ethical, and our current bases of knowledge. The Division of Counseling and Psychology in Education at the University of South Dakota is committed to preparing capable reflective leaders who will contribute to the future strength of professional counseling. The purpose of this course is to develop competent professionals by providing learners the opportunity to acquire a knowledge base related to substance use and trans-theoretical perspectives of working with persons presenting with problematic use. Consistent with this model, learners will enhance their understanding of these perspectives and theories through self-examination of their own development and potentiation. As future professionals, learners will have opportunities to hone skills in prevention and intervention strategies designed to assist them in working with future clientele.

III. TEXTBOOKS AND TECHNOLOGY
Required Texts:

Required Resources Available on the D2L:
**Additional readings for class will be provided through D2L.

Online Technical Standards:
For information about USD’s technical, academic and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation at http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf. This document also contains important
information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605-677-5028 or 877-225-0027.

### IV. COURSE OBJECTIVES/OUTCOMES, STANDARDS, AND ASSESSMENT

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Demonstrate &amp; apply basic understanding of the etiology and theories related to substance use and addiction, including research foundations relating to problematic use.</td>
<td>CACREP G.3.g; CMH A.6, C.4, DECA 24:16:07:01 (1, 6, 8) SoE #1, #2, &amp; #4</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment</td>
</tr>
<tr>
<td>2) Understand the major substances of use and abuse and analyze &amp; synthesize the effects of these substances on neurological functioning.</td>
<td>CACREP G.3.g; CMHC A.6 Specialization DECA 24:16:07:01 (1, 8) SoE #1, #2, # 3, &amp; #10</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment</td>
</tr>
<tr>
<td>3) Learn ethical and legal issues related to substance use and addiction.</td>
<td>CACREP G.1.1; DECA 24:16:07:01 (1, 2, 6, 8) SoE #1 &amp; #2</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment</td>
</tr>
<tr>
<td>4) Increase knowledge of substance use disorders and usage and recognizing the potential for substance use disorders to mimic and coexist with medical and psychological disorders and obtain strategies to assist in proper diagnosis.</td>
<td>CACREP C.3.g; CMH A.6, C.4, K.3; DECA 24:16:07:01 (1, 2, 6, 8) SoE #1 &amp; #2</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment 12-Step Meeting Assignment</td>
</tr>
<tr>
<td>5) Identify standard screening and assessment instruments for substance use disorders and process addictions.</td>
<td>CACREP C.3.g; CMH A.6, G.4, H.3; DECA 24:16:07:01 (1, 6, 8) SoE #1, #2, &amp; #4</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment</td>
</tr>
<tr>
<td>6) Enhance knowledge and understanding to critically determine appropriate treatment setting and planning including recovery methods and strategies and stages of change, and gain understanding of working in collaboration with other professionals.</td>
<td>CACREP C.3.g; CMH A.3, A.6, A.7, C.5, G.4, H.4 DECA 24:16:07:01 (1, 6, 8) SoE #1, #2, &amp; #4</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment 12-Step Meeting Assignment</td>
</tr>
<tr>
<td>7) Demonstrate and apply a working knowledge of addiction related prevention methods and strategies.</td>
<td>CACREP C.3.g; DECA 24:16:07:01 (1, 2, 6, 8) SoE #1 &amp; #2</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment</td>
</tr>
<tr>
<td>8) Learn methods and strategies related to working with diverse populations; including children and adolescents.</td>
<td>CACREP G.2.d; CMHC A.6, E.1; SC G.2 DECA 24:16:07:01 (1, 2, 6, 8) SoE #1 &amp; #2</td>
<td>Discussion Posts Position Papers Movie Conceptualization Assignment 12-Step Meeting Assignment</td>
</tr>
</tbody>
</table>

Counselor Education Programs | Kathleen Brown-Rice, Ph.D.
V. COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion</td>
<td>0</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>30</td>
</tr>
<tr>
<td>Position Paper Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Group Project – Movie Conceptualization</td>
<td>50</td>
</tr>
<tr>
<td>12-Step Meeting Assignment</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

VI. Methods of Assessment & Criteria for Grade

A. **Introduction Discussion** (0 points). This discussion board is required during the first week. It allows us to become acquainted with each other and begin discussion of the course topic. **More information on this discussion is posted under the discussion board labeled “Introductions.”**

B. **Discussion Posts.** (30 points total points). There are 3 discussion posts. Each discussion post is worth 10 points. The points awarded are as follows:
- 5 points for substantive response to a discussion topic.
- 5 points for substantive response to ALL other group members’ posting.

These discussion posts will be divided into groups to make responding easier for students. Even though students will be grouped, they will be able to review other group postings if they wish. **Group make-up will come on a first come bases. Meaning that the group size will be capped, so when the group has reached the cap size students will need to go to another group to post.**

Discussion boards will be an interesting and lively mixture of personal and professional dialogue that we carry out throughout the course. Students will need to post their thoughts about the questions in the proper discussion board. Posted thoughts will have due dates, so students must review the syllabus and D2L calendar to be informed about the dates. In response to the questions consider ethical responsibilities, literature support, personal experiences, etc. **Note syllabus tentative schedule for due dates.**

**Please note:** Students are expected to follow ACA (2014) Code of Ethics and maintain appropriate confidentiality. Students agree to maintain confidentiality of information that fellow classmates choose to disclose in class and during class-related interactions. Students are also expected to abide by the terms in which confidentiality has to be breached due to Federal, State, and University laws and regulations (e.g., homocidality, suicidality, child/elderly abuse, academic concerns, etc.).

C. **Position Paper Assignment (2 papers; 25 points each).**

**Guidelines for Initial Position Paper:** Your initial paper is completely your opinion. It should be about 3 to 4 pages (not including title page). Please note references are not required for this paper; however, if you utilize other’s knowledge you must cite it and provide a reference page. You are to address the following questions based on what you know and believe about addiction at this time:
1. Why do people become addicted to substances?
2. What factors contribute to maintaining that addiction?
3. What factors influence recovery?
4. How is your theory of chemical dependency linked to treatment?

**This Initial Position Paper is due by June 16 at 11:59 p.m. via the D2L dropbox.**

**Guidelines for Final Position Paper:** Your final paper (approximately 4 to 5 pages, not including title page or reference page) describing your personal philosophy about the etiology and maintenance
of substance use. Cite original sources to document others’ opinions or research that has helped you formulate your position. Where a statement is your opinion, please indicate as such. You are encouraged to use empirical journal articles, books, personal experiences, and interviews with individuals as sources of information.

This Final Position Paper Due by July 7 at 11:59 p.m. via the D2L dropbox.

Both papers must follow the current APA 6th Edition Publication Manual format. Please proofread before submitting your work. Evaluation of all written assignments are based upon the complying with the above requirements and the Writing Grading Rubric below. Please note: you may write in first person for this assignment and no abstract is required. Both papers must be posted to the designated D2L dropbox by this due date and time.

D. Group Project: Move Conceptualization Paper (50 points). You will form small groups (3 to 4 members). Students are expected to submit one (1) case conceptualization paper based on a character in one of the following films: (a) Who’s Afraid of Virginia Woolf? (b) Crazy Heart (c) Life as a House (d) The Departed (e) Clean and Sober, or (f) Flight. Students are encouraged to select a movie that they are not familiar with and one that they have not watched prior to this class.

The case conceptualization should be completed based on a specific counseling theoretical model and following outline should be utilized:

- Identifying Data (background/demographic information).
- Precipitating Event for Counseling: What brought them to counseling? You have to decide what it is. Choose an event or scenario in which the individual is undergoing the most problematic situation. Be creative!
- Presenting Problem: What is/are the apparent complaint/s (issue/s)? Be creative!
- History of Presenting Problem: How long has/have the presenting problem/s been happening? What has been done to deal with the problem? Be creative!
- Target client is identified.
- Bio-psychosocial history of the target client:
  - Developmental History and Dynamics
  - Social History and Cultural Dynamics
    - Family history and intimate relationships of client
    - Cultural considerations
  - Health History and Health Behaviors of client
  - Previous Psychiatric Problems of Client
  - Previous Substance Use Problems of Client
- Symptoms (symptomatic behaviors related and not related to presenting problem): The symptoms that the individual is seeking to abate. Also list symptoms that clue you in to the diagnosis (substance use, psychiatric).
- Support System: From a systemic perspectives, what sort of support system does this individual have? This constitutes external resources.
- Strengths.
- Vulnerabilities and/or relapse possibilities/triggers (personal, familial, or environmental).
- Readiness for change: provide client's stage of change.
- Assessment: What screening and assessment instruments would be appropriate to utilize with your client? Clinically substantiate your chosen instruments.
- Preliminary Diagnosis:
  - Provide brief statement on the “issue” confronting the individual as perceived from your theoretical orientation. Be sure to use the language consistent to your theory. Specify the theory of your choice.
  - Provide differential diagnosis/diagnoses

Counselor Education Programs | Kathleen Brown-Rice, Ph.D.
Provide a DSM-5 formatted diagnosis

Treatment:
- What treatment setting would be appropriate for your client? Clinically substantiate why you believe this is the appropriate level of care for your client.
- What type of counseling would you recommend (individual, group, family)? Why?
- Provide a sample Treatment Plan. See sample provided on D2L. The plan should include at least 2 problems.

Students are required to e-mail Dr. Rice through the D2L e-mail by Monday, June 19, at 11:59 p.m. the names of their group members and the movie that will be the focus for this project.

This paper should be at least 14 pages (not including title page or reference pages). All written assignments should follow the current APA 6th Edition Publication Manual format. Please proofread before submitting your work. Evaluation will be based upon the below Writing Grading Rubric and Movie Conceptualization Assignment Grading Rubric posted in D2L dropbox. The case conceptualization is due on July 6, 2017 by 11:59 p.m. It must be posted to the D2L dropbox for this assignment by this due date and time. Although this is one assignment, each student is required to submit their group’s powerpoint to his/her individual D2L dropbox for this assignment.

E. 12-Step Meeting Assignment (50 points). You will attend an open 12-step group meeting (e.g., AA, NA, OA, Al-Anon, AcoA) and then complete a written report based upon this meeting. More information regarding this assignment will be posted by instructor under “Content” in D2L.

Alternative Assignments for 12-Step Meeting Assignment:
Students who reside in a rural area where it is difficult to locate an open self-help group meeting and may need to complete an alternative assignment from the following options:
- Serve as a volunteer for a local agency that serves substance abusing populations such as the Rescue Mission, Urban Ministries, etc. The student should consult with agency personnel and plan a non-counseling activity for clients such as gardening, expressive arts, crafts project, or life skills education. Student must complete a written report based upon his/her experience.
- Create an advocacy project that assists with expressing the needs of the substance abusers and their families such as presenting an educational session for a civic organization, school, or faith community. Student must submit a written report about the project and a copy of the project (if applicable).
- Schedule an appointment with a local legislator to advocate for the needs of substance abusers and their families. Student must complete a written report based upon this meeting.

Instructions for Writing Report:
A. Introduction
1. name of group
2. place and time of meeting
3. brief description of demographics of people in attendance
4. group related materials in the room
B. Description of Meeting
1. description of events
2. impressions of mood in the room and behavior of attendees
3. description of structure of meeting
C. Critique
Using your readings as the framework from which to write, discuss:
1. your current reactions to the structure and functions of 12-Step meetings
2. your reactions to what you heard people say
3. your reactions to what you perceive as individuals’ mental and emotional responses to what was said
4. how the experience was different from what you expected.

Please Note: Instructor must approve the self-help group meetings or an alternative assignment prior to student attending. Failure to gain instructor’s approval via e-mail will result in student receiving a zero for this assignment. Please note: Instructor has posted on D2L the proper etiquette to students for meeting attendance.

Evaluation will be based upon the below Writing Grading Rubric and 12-Step Assignment Grading Rubric posted in D2L. This 12-Step Assignment Paper Due by June 30 at 11:59 p.m. It must be posted to the D2L dropbox for this assignment by this due date and time.

No late assignments or alternative delivery methods of assignments will be accepted!! No exceptions!!! Understand that it may take the instructor up to one week to complete grading of assignments and provide written feedback turned into the “drop-box” feature in D2L. All grading will be available through the D2L link “Grades”

VII. GRADING PERCENTAGES
Grading Scale:
100% – 95% = A
94% – 85% = B
84% – 75% = C
74% – 65% = D
64% – 0% = F

VIII. GRADING STANDARDS
The final grade for this course will be based upon the instructor’s judgment regarding the quality of your performance on the overall standards below. A developmental progression is expected. Early assignments are evaluated to enhance higher performance on later ones; later assignments are graded in strict adherence to the rubric. Assignment-specific rubrics may also be used to provide learners with tailored direction and feedback. Some assignments are self and peer evaluated (see assignments for weighting).

<table>
<thead>
<tr>
<th>Standard</th>
<th>95 to 100% Professional Excellence</th>
<th>85 to 94% Professional Quality</th>
<th>75 to 84% Unsatisfactory</th>
<th>74% &amp; below Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Assignment is completed &amp; turned on the due date.</td>
<td>Assignment is completed &amp; turned on the due date</td>
<td>Assignment is completed &amp; turned in on the due date</td>
<td>Little attention paid to the required assignment. Missing elements and/or improper format results in a ZERO for the assignment.</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>Attention is paid to all aspects of the assignment.</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident.</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident.</td>
<td>Little attention paid to the required assignment. Missing elements and/or improper format results in a ZERO for the assignment.</td>
</tr>
<tr>
<td>Standard</td>
<td>95 to 100% Professional Excellence</td>
<td>85 to 94% Professional Quality</td>
<td>75 to 84% Unsatisfactory</td>
<td>74% &amp; below Unacceptable</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Thoughtfulness</td>
<td>Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work is marked by “surprising-ness”</td>
<td>Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered.</td>
<td>Assignment shows a modest degree of thoughtfulness about the topic. Obvious implications or multiple perspectives are considered.</td>
<td>Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives.</td>
</tr>
<tr>
<td>Professional Level Quality</td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.</td>
<td>Assignments are well organized, understandable and clearly presented, concise, and grammatically correct.</td>
<td>Assignment is marginally organized, reasonably understandable, presented adequately, wordy or spare, and mostly grammatically correct.</td>
<td>Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect.</td>
</tr>
</tbody>
</table>

### IX. CLASS POLICIES

**A. Attendance:** Since this is an online course there are no class attendance requirements. However, there are several online discussion board requirements, that if missed will impact final grade. The instructor does monitor student activity online, subsequently, the instructor reserves the right to reduce the final grade if there is lack of activity.

**B. Course Requirements:** Students will satisfactorily complete all course requirements. Instructor’s policy is that assignments will be turned to the D2L “drop-box” on the date listed in the syllabus. The following guidelines also apply:

1) **Late Assignments.** Late work will not be accepted.

2) **Make-up work.** Under special circumstance and with prior approval from the instructor, make-up work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up work will be completed prior to the day missed or within a time period designated by the instructor. Make-up work, when approved, may be subject to a grade reduction.

3) **Writing Assignments.** Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. If problems with writing or communication style interfere with effective communication of student’s ideas, then student’s written assignment will not receive credit. Therefore, it is important that students make sure his/her assignments are clearly written and free from multiple spelling and grammatical errors. If students wish assistance in writing, consult the Writing Center, located in the English Department.

**NOTE:** All written assignments are due to the instructor on the dates specified in the Tentative Class Schedule. Any exceptions must be approved by the instructor, and it is the student’s responsibility to notify the instructor at the earliest date possible of any circumstances (e.g., severe illness or health concern, family loss) that would prevent the timely submission of assignments.
**All writing assignments will be critiqued not only on concise content, but also adherence to APA or other appropriate writing guidelines as defined in the Writing Grading Rubric.**

Writing Grading Rubric:

<table>
<thead>
<tr>
<th>Standard</th>
<th>95 to 100% Professional Excellence</th>
<th>85 to 94% Professional Quality</th>
<th>75 to 84% Unsatisfactory</th>
<th>74% &amp; below Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoroughness</strong></td>
<td>Attention is paid to all aspects of the assignment.</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident.</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident.</td>
<td>Little attention paid to the required assignment. Many major oversights evident.</td>
</tr>
<tr>
<td><strong>Thoughtfulness</strong></td>
<td>Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work marked by excellence in detail.</td>
<td>Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered at about same effort as other work.</td>
<td>Assignment shows a modest degree of thoughtfulness about the topic evidenced by concreteness. Below average effort compared to other work.</td>
<td>Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives.</td>
</tr>
<tr>
<td><strong>Professional Level Quality</strong></td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice. APA guidelines are followed accurately.</td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. APA guidelines are mostly followed with slight errors.</td>
<td>Assignment is marginally organized, reasonably understandable, presented adequately, fairly concise, and mostly grammatically correct. Multiple errors regarding APA guidelines.</td>
<td>Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect. Limited or no emphasis placed on following APA guidelines.</td>
</tr>
</tbody>
</table>

C. Informed Participation: Students will be prepared to actively participate in class discussions. Participation assumes that the student has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and others’ learning. The instructor reserves the right to reduce a student’s grade for consistent lack of informed participation.

D. Counseling Program Faculty and Student Responsibilities: The following statement regarding “Freedom in learning” is required by the Board of Regents: “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 that offers the class to initiate a review of the evaluation."

In addition, The University of South Dakota’s Counselor Education Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The University of South Dakota’s Counselor Education Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student.

The Counseling Program is designed to graduate counselors who see themselves first and foremost as professional counselors, regardless of chosen specialization or degree program. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. Moreover, graduate students demonstrate leadership by advocating for the profession, embracing diversity, and offering service to others. Graduate students will be engaged students who meet and aspire to exceed the CACREP-based professional competencies and performance standards.

E. Evaluation of Student Progress: The counseling faculty evaluates student performance and potential along academic, professional, personal, and interpersonal dimensions. Thus, evaluations extend beyond measures used in coursework to include clinical training experiences and other activities deemed to be program related, e.g., conduct at professional conferences. These dimensions include academic proficiency, self-awareness and self-acceptance, investment in personal wellness and development, commitment to the welfare of others, interpersonal effectiveness, communication skills, and commitment to the profession of counseling and successful development into a professional. These dimensions are assessed throughout the program as reflected in the various evaluation measures used by the faculty to assess student performance. From time to time, evaluations of student performance indicate a need for further action. In such cases, the student’s advisor assumes a central role. Students identified for assistance are required, at minimum, to work with a faculty advisor to address and remediate the academic, professional, personal and/or interpersonal concerns. Intervention may include plans for developing writing skills, completing personal and/or career counseling, an evaluation for learning problems, enrolling in additional coursework, and retaking courses. However, the counseling faculty reserves the right to dismiss or separate students from the program for unsatisfactory academic performance, professional or ethical misconduct, or evidence that one is unlikely to succeed as a professional counselor (see Graduate School Catalog 2016-2017).

F. Academic Honesty:
As stated in the Student Code of Conduct (USD Student Handbook, available online on the myU. portal on the Campus Life tab), the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. The current handbook defines academic dishonesty in this way:

1. Cheating, which is defined as, but not limited to the following: a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but is not limited to, the following: a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline; b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
Therefore, **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:

1. Given a zero for that assignment.**
2. Allowed to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.**

**Preferred for this course**
Furthermore, violation of the University Academic Honesty Policy could result in the University taking disciplinary action including expulsion from school (see USD Student Handbook and South Dakota Board of Regents Policy 3:4 and 2:9).

**G. Students with Disabilities:** 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. 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.

**H. 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 school in which student is enrolled to initiate a review of the evaluation.

**I. Online Etiquette Guidelines:** Since online is nearly entirely a faceless interaction, the written word carries the brunt of the communication load. Thus, we must all take great and kind care to invite graciousness and clarity into our written interactions. Instructor is responsible for ensuring that our online interactions are courteous, thoughtful, reasonable, and respectful. For additional suggestions for online conduct, read the section on “Netiquette” in *A new student’s guide to online learning at the U.* which may be found at [http://link.usd.edu/90](http://link.usd.edu/90).

Contact Information: Disability Services
Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: [http://www.usd.edu/disabilityservices](http://www.usd.edu/disabilityservices)
E-mail: disabilityservices@usd.edu
X. TENTATIVE CLASS SCHEDULE*
*The course instructor reserves the right to change the class schedule at any point in the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;(Approximately 1 week)&lt;br&gt;June 12 to 16</td>
<td>Getting to know each other&lt;br&gt;Course Overview&lt;br&gt;Intro to Addiction Counseling&lt;br&gt;History and Etiological Models&lt;br&gt;Hijacked Brain&lt;br&gt;Substance Addictions&lt;br&gt;Process Addictions&lt;br&gt;Professional Issues Assessment</td>
<td>Syllabus and D2L review&lt;br&gt;Review videos and other links for performance&lt;br&gt;<strong>Read:</strong> Capuzzi &amp; Stauffer, Chapters 1, 2, 3, 4, 5, 6&lt;br&gt;- D2L Online Supporting Materials&lt;br&gt;<strong>Introduction Post Due by June 14 at 11:59 p.m.</strong>&lt;br&gt;<strong>Discussion Board No. 1 - Initial post due June 14 at 11:59 p.m., responses due June 17 at 11:59 p.m.</strong>&lt;br&gt;<strong>Initial Position Paper Due by June 16 at 11:59 p.m.</strong></td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;(Approximately 1 week)&lt;br&gt;June 19 to 23</td>
<td>Treatment of Addictions&lt;br&gt;Motivational Interviewing&lt;br&gt;Psychotherapeutic Approaches&lt;br&gt;Comorbid Disorders&lt;br&gt;Group Therapy&lt;br&gt;Pharmacotherapy&lt;br&gt;12-Step Maintenance and Relapse</td>
<td><strong>Read:</strong> Capuzzi &amp; Stauffer, Chapters 7, 8, 9, 10, 11, 12, 13&lt;br&gt;- D2L Online Supporting Materials&lt;br&gt;<strong>Discussion Board No. 2 - Initial post due June 21 at 11:59 p.m., responses due June 23 at 11:59 p.m.</strong></td>
</tr>
<tr>
<td><strong>Module 3</strong>&lt;br&gt;(Approximately 1 week)&lt;br&gt;June 26 to June 30</td>
<td>Alcohol Addiction and Families Person with Disabilities and Substance Disorders&lt;br&gt;Prevention Programs Across the Lifespan</td>
<td><strong>Read:</strong> Capuzzi &amp; Stauffer, Chapters 14, 15, 16&lt;br&gt;- D2L Online Supporting Materials&lt;br&gt;<strong>Discussion Board No. 3 - Initial post due June 28 at 11:59 p.m., responses due June 30 at 11:59 p.m.</strong>&lt;br&gt;<strong>12-Step Assignment Paper Due by June 30 at 11:59 p.m.</strong></td>
</tr>
<tr>
<td><strong>Module 4</strong>&lt;br&gt;(Approximately 1 week)&lt;br&gt;July 3 to July 7</td>
<td>Cross-cultural Counseling&lt;br&gt;Gender, Sex, and Addictions&lt;br&gt;LGBTQ Affirmative Addiction Treatment</td>
<td><strong>Read:</strong> Capuzzi &amp; Stauffer, Chapters 17, 18, 19&lt;br&gt;- D2L Online Supporting Materials&lt;br&gt;<strong>Movie Conceptualization Assignment Due by July 6 at 11:59 p.m.</strong>&lt;br&gt;<strong>Final Position Paper Due by July 7 at 11:59 p.m.</strong></td>
</tr>
</tbody>
</table>