Welcome
Welcome to ADS 222 Alcohol and Drug Group Interactions online. My name is Mary Rogers and I will be your instructor this semester. Before we get started with 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 every week of the course/semester—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 with many choices and options for your learning in higher education. Please make the most of it.

Course Description
This course is an introduction to the basic dynamics and theories of counseling groups with a focus on stages of group development, group leadership, and basis ethical and professional issues in group practice. The student will develop facilitative skills appropriate to working with alcohol/drug clients in a group setting. This course is a combination of didactic, experiential elements, class activities, short lecture, individual student projects, and reflection papers.
Required Course for ADS majors and minors.
PREREQUISITE: ADS 220, ADS 116 and ADS 117.

Required Textbook
Options for purchasing Textbook Link https://www.cengagebrain.com/shop/isbn/9781305865709

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: 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](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx)

**Course Objectives/Outcomes and Assessment**: By the end of this course, students should be able to:

<table>
<thead>
<tr>
<th>Objective/Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Compare and contrast group counseling theories</td>
<td>Chapter assignments</td>
</tr>
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<td></td>
<td>Class Discussions</td>
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<tr>
<td>Describe typical group member behavior and dynamics at each stage of group</td>
<td>Chapter assignments</td>
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<tr>
<td>development</td>
<td>Project</td>
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<tr>
<td></td>
<td>Class Discussions</td>
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<tr>
<td>Describe personal strengths/growth areas as a group leader, enhance strengths,</td>
<td>Chapter assignments</td>
</tr>
<tr>
<td>and work on growth areas.</td>
<td>Class Discussions</td>
</tr>
<tr>
<td></td>
<td>Project</td>
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<tr>
<td>Describe leader strategies appropriate for each stage of group development</td>
<td>Chapter assignments</td>
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<tr>
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<td>Class Discussions</td>
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<td></td>
<td>Project</td>
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<tr>
<td>Develop and demonstrate ability to design a basic group proposal; Design and</td>
<td>Project</td>
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<tr>
<td>demonstrate a basic understanding of evaluation tools necessary to assess group</td>
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<tr>
<td>efficacy.</td>
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Course Evaluation

Students may expect that all assignments -- written assignments and discussion forum assignments-- will be reviewed and graded within one week of due date/on time submission. Students will receive detailed comments with each assignment to provide support, guidance --this is a critical component for online teaching, learning, and communication between the instructor and student.

1. Active participation and contribution to class discussions;
2. Written assignments related to the textbook readings;
3. Project

1. Class Participation and Discussion
   Participation in class (10 @ 10 points each discussion forum) for 100 points possible

Class participation is essential to this course. The quality and degree of your participation in the class activities and discussions constitute class participation. Students are expected to come to class prepared to contribute their knowledge and insights. We will all learn from each other. Each student is required to respond to the question posted by the instructor each week and participate in discussions with other students in class each week. There are no requirements for number of posts/number of responses to others. Students will be graded according to the standards established in the Discussion Evaluation Rubric (found in the Appendix). Questions will be selected based on chapter readings. The instructor will play a role in the discussion each week and will serve as facilitator and guide throughout the discussions. To understand how your post will be evaluated, please review the evaluation rubric found in the Appendix Section of the Syllabus.

Students in this course decide for themselves the nature and extent of their self-disclosure pertaining to their private lives. There may be times when the information in this class touches personal issues. This class is intended to provoke self-exploration. It is not intended to be therapeutic. If you are in need of counseling, services are available on campus for enrolled USD students at the Student Counseling Center (677-5777), or through private providers. I can assist you with a referral to the USD Student Counseling Center at your request.

Professionalism: Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates, and generally contribute in a positive way to class. Working in the real world often means searching for solutions in a team context. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of other people's concerns are all essential to success. Please bring these qualities and values with you to class. It is as important to “practice” these interpersonal skills, as it is to learn new content. Your coursework is your first step as a professional. Faculty references for internships, graduate school and employment are based on the above behaviors demonstrated by students.

2. Written Assignments (10 @ 10 points each) for a total of 100 points possible
   Assignments will cover the readings from the textbook and are fully described in the Content section for each week.

3. Project (1 Project @ 100 points) for a total of 100 points possible
   Each student will develop a proposal for a group; in a four step process students will learn how to develop the core components of a group, how to implement the group, data collection and evaluation processes.

Grade Breakdown, Grades and Comments: All students will receive a grade for assignments submitted and comments that will focus on providing support and suggestions to students, directed toward improving upon quality of work. The following breakdown represents grades based on points, and not on percentages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>275-300</td>
</tr>
<tr>
<td>B</td>
<td>249-274</td>
</tr>
<tr>
<td>C</td>
<td>223-248 (minimum grade considered passing, minimum to use course as a pre-req and for state certification)</td>
</tr>
<tr>
<td>D</td>
<td>197-222</td>
</tr>
<tr>
<td>F</td>
<td>Less than 196 AND/OR Failure to complete all assignments as listed in syllabus</td>
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University and Class Policies

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf. 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.

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.

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.

Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Due Dates
In critical situations, or those based on USD’s Excused Absence Policy, students will be allowed to hand in late assignments.

Etiquette in the Classroom
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. Feedback is to be constructive. No disparaging or demeaning feedback is allowed.
Appendix
# Discussion Evaluation Rubric: A Guide to Grading Your Class Participation

You will not be graded on the type and depth of any personal information you share (review Discussion Rubric) or on a specific number of posts as often required in other courses offered by other professors. Read through the rubric carefully as you prepare your discussion posts each week.

<table>
<thead>
<tr>
<th>10 points</th>
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<tbody>
<tr>
<td>• Actively supports, engages, and listens to peers</td>
</tr>
<tr>
<td>• Comes to class fully prepared</td>
</tr>
<tr>
<td>• Plays an active role in discussions and interacts with others</td>
</tr>
<tr>
<td>• Comments almost always or consistently advance the depth of the discussion posts</td>
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<tr>
<td>• Level of discussions are almost always or consistently better because of student’s presence</td>
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<table>
<thead>
<tr>
<th>7-9 Points</th>
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<tbody>
<tr>
<td>• Makes a sincere effort to interact with peers</td>
</tr>
<tr>
<td>• Comes to class fully prepared at almost every session</td>
</tr>
<tr>
<td>• Participates constructively in discussions</td>
</tr>
<tr>
<td>• Makes relevant comments based on the assigned material</td>
</tr>
<tr>
<td>• Level of discussions are occasionally better (never worse) because of the student’s presence</td>
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<thead>
<tr>
<th>5-6 Points</th>
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<tbody>
<tr>
<td>• Limited interaction with peers</td>
</tr>
<tr>
<td>• Preparation and level of participation are both inconsistent</td>
</tr>
<tr>
<td>• When prepared, participates constructively in discussions and makes relevant comments</td>
</tr>
<tr>
<td>• Level of discussions are not affected by the student’s presence</td>
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<table>
<thead>
<tr>
<th>1-4 Points</th>
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<tbody>
<tr>
<td>• Virtually no interaction with peers</td>
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<tr>
<td>• Rarely participates</td>
</tr>
<tr>
<td>• Comments are generally vague or drawn from outside the assigned material</td>
</tr>
<tr>
<td>• Demonstrates a noticeable lack of interest (on occasion)</td>
</tr>
<tr>
<td>• Level of discussions are negatively impacted by student’s presence</td>
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</table>

<table>
<thead>
<tr>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No interaction with peers</td>
</tr>
<tr>
<td>• Never prepared</td>
</tr>
<tr>
<td>• Never participates</td>
</tr>
<tr>
<td>• Demonstrates an ongoing lack of interest in the material</td>
</tr>
<tr>
<td>• Level of discussions are significantly and negatively impacted by student’s presence</td>
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</tbody>
</table>
The mission of the Addiction Studies (ADS) Department at The University of South Dakota (USD) is to provide quality student-focused addiction education. To accomplish this mission:

- The ADS Department is accessible to students from across the state, region, and beyond.
- Students, in partnership with faculty, become a community of active learners.
- The learning environment promotes critical thinking.
- Students are accountable for their own learning.
- Learning experiences provide opportunities to develop professional accountability and an appreciation for life-long learning.
- Professional and community partnerships promote development of self-awareness and understanding of the healthcare team.
- Students experience an environment that facilitates respect and caring, and development of cultural awareness and competency.

Students in this course decide for themselves the nature and extent of their self-disclosure pertaining to their private lives. There may be times when the information in this class touches personal issues. This class is intended to provoke self-exploration. It is not intended to be therapeutic. If you are in need of counseling, services are available on campus for enrolled USD students at the Student Counseling Center (677-5777), or through private providers. I can assist you with a referral to the USD Student Counseling Center at your request.

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DEPARTMENT OF ADDICTION STUDIES
414 E. CLARK STREET OFFICE 304, JULIAN HALL

The Addiction Studies (ADS) Department at the University of South Dakota (USD), School of Health Sciences offers a Bachelor of Science Degree which is unique and innovative in that it is one of only a few four-year degrees of its kind in the region.

The Addiction Studies Department has a job placement rating of 95%

This accredited program positively impacts one of the nation's major health issues: alcohol and other drugs. Students develop critical thinking and problem solving skills through practical applications of knowledge gained. Goals of the ADS department include:

- To provide academic preparation to enter the alcohol and drug prevention and treatment profession in rural and urban areas...
- To teach undergraduate college courses that addresses all aspects of alcohol and drug treatment and prevention...
- To assist ADS majors in developing critical thinking and synthesizing skills...
- To help students majoring in other disciplines recognize and understand the difficulties associated with contemporary alcohol and drug issues and how these difficulties can be treated and prevented.

**Classes on campus in Vermillion, Online, and through Correspondence and Distance Sites**
WHAT YOU CAN DO
With a Degree in Addiction Studies (ADS)

Treatment Emphasis
✓ Addiction Counselor
✓ Counseling various populations in Treatment Programs (adolescents, women, minorities, families, those in the justice system)
✓ Counseling and Education within elementary, high schools, and universities
✓ Pursue a Nursing with Addiction Degree
✓ Administrator/Supervisor within a Substance Abuse program
✓ Continue to a Graduate program, get your Masters or Doctorate degree

Prevention Emphasis
✓ Prevention Specialist
✓ Work with children and families in Elementary and High Schools
✓ Develop Prevention Programs within K-12 schools, colleges, and universities
✓ Develop Community Prevention Programs
✓ Work within the Justice System
✓ Administrator/Supervisor within a Substance Abuse Program
✓ Continue to a Graduate program, get your Masters or Doctorate degree

STUDENT ORGANIZATION:
Coalition for Addiction Students and Professionals Pursuing Advocacy (CASPPA)
http://www.usd.edu/orgs/casppa/

Goals of CASPPA
• To raise awareness to the University community about the Addiction Studies department.
• To participate in legislative advocacy pertaining to the addiction profession on a state and national level.
• To educate and unite all professionals about the importance of substance abuse treatment and prevention legislation.

For more information on the student organizations, contact the ADS Department:
ads@usd.edu * http://www.usd.edu/ads * 605.677.5386
APPLICATION CHECKLIST FOR ADMISSION TO THE ADDICTION STUDIES MAJOR

Please complete and return the attached application checklist with the attachments requested below. If there is any other information about your health or personal status that you desire the program to be aware of in considering your application, please provide it on the back side of this form or on a separate attached sheet.

I ____________________________________________ am applying for admission to the Alcohol & Drug Studies Major and declare that I have met the following requirements:

_____ Sophomore standing (32 or more credit hours).
_____ Overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
_____ I have completed, or will have completed, ADS 116, ADS 117, ADS 220 & ADS 222 with at least the grade of "C."
_____ My Personal Statement is Attached (See Guidelines for Preparation Attached).
_____ I will need accommodations to complete this major and I have registered for services with the Center for Disability Services.
_____ Have completed a satisfactory criminal background check at Verified Credentials: https://client.verifiedcredentials.com/southdakota/default.cfm?PID=1.1
_____ I have health insurance.
_____ I am aware attendance is a requirement for all ADS courses and that absences from class will be recorded and noted.

I certify that all of the information contained in these application materials is complete and correct. I understand that any false, misrepresented or missing information may be cause for denial of my application for admission to the Alcohol & Drug Studies Major. Further, in the event that my acceptance into the program has been granted prior to the discovery of false, misrepresented, or missing information, such discovery may be cause for dismissal from the Alcohol & Drug Studies Major. I also understand that admission or graduation from a health professions program does not guarantee obtaining a license/certification to practice. Certification requirements and the subsequent procedures are the exclusive right and responsibility of the state Alcohol/Drug Certification Board in which you desire to practice.

The School of Health Sciences health professions programs reserve the right to deny admission to any applicant based on the best interest of the profession.

Student Signature ___________________________ Date ____________

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Guidelines for Preparation of Personal Statement
Application for Admission to the Addiction Studies Department

1. Discuss your reasons for wishing to enter or continue in the substance abuse profession. Discuss any factors which have helped you toward that decision, and any experiences you have had which you believe will be helpful to you as a student in Alcohol & Drug Studies Department. Include: 1) employment, 2) education, 3) special interests, 4) family influences, 5) volunteer service, and 6) other.

2. Comment on your strengths and areas in which you wish to grow academically and professionally. Include an assessment of your communication skills (verbal, listening, and writing) in this discussion.

3. Indicate your career interests and your present ideas about job possibilities and the satisfaction and challenges you expect to find in the substance abuse profession.

Please limit your personal statement to no more than two typewritten pages (approximately 500 words). The accuracy and quality of writing in this application will be evaluated as evidence of the candidate’s potential for professional written communication.