

**School of Health Sciences
 Alcohol & Drug Studies Department
 ADS 220 Alcohol/Drug Helping Skills
 Fall 2009 Online Syllabus**

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Office Hours: Online through e-mail contact

Textbook: Essentials of Chemical Dependency Counseling 3/E., Larson, Lawson & Rivers
 ISBN 0-944480-9

Packet: "Helping Skills Models & Theories," Dona Kenneally

Course Description:

An introduction to multicultural counseling theories and skills. The student will develop basic communication and individual helping skills appropriate in dealing with abusers of alcohol/drugs. Required for ADS majors/minors. PREREQUISITE: ADS 116 and ADS 117.

Course Goals:

- The overall goal of this course is to provide the student with a basic understanding of the various theories of counseling so the student can begin the process of developing a personal theory of counseling.
- A second goal of this course is to introduce the student to basic skills in the area of empathy, exploration of values/attitudes, and problem solving so that the student can establish and maintain more effective helping relationships with their alcohol/drug clients.
- A third goal is to provide a learning experience for the student that increases their appreciation for the responsibilities, the influences, and the limitations of the counselor in their helping relationship.
- A fourth goal is for the student to develop an understanding of the dynamics of the helping relationship and an appreciation of the need for self-awareness on the part of the counselor and an appreciation for the necessity to respond to the client as a whole person, with alcohol/drug problems being one part of who the client is.

| Course Objectives | Course Assessments |
|--|-------------------------------------|
| Compare and contrast various theories of counseling | Personal Philosophy Paper and Exams |
| Describe the elements of the CD helping process | Exams and Discussion |
| Demonstrate knowledge of the various counseling skills germane to working with alcohol/ drug clients | Discussions Shadowing |
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All chapter objectives are stated in the textbook.

Re-do Policy:

Assignments that clearly do not meet the standards set forth in the syllabus and class discussions of the assignment will be returned to the student for rework with brief and general feedback from the instructor regarding the assignment. Assignments in this category will not be graded until the student has redone the work. The student will have one week to redo the assignment from the date of being returned. Full points for reworked assignments will not be given.

Course Requirements:

The student will be assessed in this class on contribution to class discussions/ chapter reflection questions, involvement in class activities, shadowing experience/paper, philosophy statement paper, and exams. Although online classes do not require actual attendance, time spent in the class online is very important. You should plan on spending one hour online for every hour that you would spend in the actual class if you were taking it on campus. It is the responsibility of the student to initiate contact with the instructor and to make suitable arrangements for completing all course requirements if the work cannot be completed as scheduled due to extenuating circumstances.

Course Evaluation:

Before you can begin the class you will be required to take a D2L quiz. Details will be posted the first day of class.

- 1. **Weekly reflections from chapter questions.....200 pts**
10 discussions for @ 20 points each

For the weekly discussions you will be divided into groups. You will be receiving notification the first week of class as to what group you are in. Each group will be responsible for answering their weekly reflection questions for the chapter reading/ supplementary readings in each Module and posting them on the discussion board. Grades will be assessed as a group. Cooperation amongst the group members is a must. This is to be a group effort not the effort of only a few. Those who are contributing on a minimal basis will not receive full points. Individual group members who are not contributing will not receive points for the assignment. **Deadline for the chapter questions are Thursdays at 11:59pm.**

- Participation, Discussions..... 30 pts**
10 discussions for @ 3 points each

After the group work is completed on Thursdays you will then individual give feedback to the other groups on their weekly reflections on the chapter questions. This is not to be a critique, it to be a reaction to what you learned and your own personal reflections. Post at least once in each of the other groups.

Deadline for the feedback discussions are Sundays at 11:59pm.

(Self-Rating Form, attached, page 9)

2. **Shadowing Experience** 55 pts

This shadowing experience is an important part of learning in this course and is an opportunity to see firsthand how the knowledge and skills you are learning in this class are used by professional counselors working in the field.

1-2 days (8 -10 clock hours) shadowing experience (must be completed to complete course)

Suitable Shadowing sites: See pages 11 of syllabus.

Suitable shadowing sites include outpatient treatment or prevention as the main method of treatment/prevention delivery to be considered for the purposes of this course. Since this is such an important part of learning in this course the student must have the shadowing site located and contact made with the site by Sunday October 4. The site shall be reported to me through e-mail for approval.

Not locating a suitable shadowing site by this date could result in the student being withdrawn from the course.

In addition, the student will submit a 3-5 page typed, double-spaced reaction paper on their shadowing experience, which will include these questions from the professional being shadowed:

1. What they like most and least about their work?
2. How their education best and least prepared them for the realities of what they do?
3. What they face as their greatest frustrations and challenges? and
4. What advice they would offer you as a beginner in the field?

Use APA style and use appropriate citations when referencing the course materials.

Instructor will return this paper within two weeks of the deadline. Papers must be submitted through the course dropbox on D2L.

There may be times when the information in this class touches personal issues. This class is intended to provoke self-exploration however; it 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, 301 Julian Hall @677-5777 or through private providers.

Important Deadlines.

- **Deadline to have setup a shadowing site by Sunday October 4**
- **Deadline for completion of Shadowing experience Sunday October 25**
- **Due date for Shadowing paper Sunday November 8 at 11:59pm**

3. **Midterm Exam**.....50 pts
(No Make-up Exams)
T-F, Multiple Choice, Short Essay

This exam will be graded within 7-10 day of the exam. Grades will be posted on D2L.

4. **Personal Philosophy of Counseling**25pts
Write YOUR own personal philosophy of counseling. This can include any life experiences or any “helping” situations that have instilled, influenced, or affirmed your personal values and beliefs. Additionally reflect upon the various theories and other materials you read for class including your self-assessments and your chapter reflections. The paper is to be 4-6 pages, double-spaced... not including front page. Use APA style and use appropriate citations when referencing the course materials.

Please include your personal views on:

- Your assumptions about human nature and learning
- What are the major areas of focus and emphasis
- What are the most important therapeutic goals of counseling
- Define the role and function of the client and counselor as part of your philosophy.
- How would you define the therapeutic relationship
- Which therapeutic environment/s would you most like to work

Instructor will return this paper within two weeks of the deadline. Papers must be submitted through the course dropbox on D2L.

5. **Final Exam**.....60 pts
(No Make-up Exams)

Course Policies: Assignments, exam dates, discussion, Shadowing deadlines are to be adhered to. Late assignments will receive a deduction of 5% of the maximum grade per day for each assignment (i.e., assignments turned in 20 days late will receive a zero). **Assignments are expected to be turned in on the**

day due. The instructor is not responsible for reminding you of assignments and deadlines for current or 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.

Grade Breakdown: 420 - 370 = A
 370 - 320 = B
 320 - 270 = C

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. Any cheating or plagiarism necessitates consequential action, which will involve a grade of “zero” or “F” for the work submitted and reporting of the incident to the proper campus authorities. Please refer to the Student Conduct Code 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: Ernetta L. Fox, Director Disability Services
 Room 119 Service Center, 605)677-6389 www.usd.edu/ds; dservices@usd.edu

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

| A+ 100% | A 90-99% | B 80-89% | C 70-79% | D 60-69% | F <60% |
|--|---|--|--|---|---|
| <ul style="list-style-type: none"> Actively supports, engages and listens to peers (ongoing) arrives fully prepared at every session | <ul style="list-style-type: none"> actively supports, engages and listens to peers (ongoing) arrives fully prepared at almost every | <ul style="list-style-type: none"> makes a sincere effort to interact with peers (ongoing) arrives mostly, if not fully, | <ul style="list-style-type: none"> limited interaction with peers preparation, and therefore level of participation, are | <ul style="list-style-type: none"> virtually no interaction with peers rarely prepared rarely participates comments are generally | <ul style="list-style-type: none"> no interaction with peers never prepared never participates demonstrates a noticeable lack |

| | | | | | |
|---|---|---|---|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> vague or drawn from outside of the assigned material • demonstrates a noticeable lack of interest (on occasion) • group dynamic and level of discussion are harmed by the student's presence | <ul style="list-style-type: none"> of interest in the material (ongoing) • group dynamic and level of discussion are significantly harmed by the student's presence |
|---|---|---|---|--|---|

- Developed by Adam Chapnick, University of Toronto

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

Tentative Class Schedule:

This class schedule may contain additional readings

Important Deadlines:

- **Deadline to have setup a shadowing site by Sunday October 4 at 11:59pm**
- **Deadline for completion of Shadowing experience Sunday October 25 at 11:59pm**
- **Due date for Shadowing paper Sunday November 8 at 11:59pm**
- **October 5-11 Midterm Exam**
- **Philosophy Paper Due Sunday November 22 at 11:59pm**
- **Week of December 14 Final Exam**
- **Deadlines for the chapter questions are Thursdays at 11:59pm.**
- **Deadlines for the feedback discussions are Sundays at 11:59pm.**

Module 1:

- August 31- September 6 Course Syllabus, D2L Quiz
Class discussion: Introductions

Module 2:

- September 7-13 Chapter 1: “Becoming a CD Counselor”
Group Discussion 1 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

Module 3:

- September 14-20 Chapter 2: “Legal & Ethical Issues in CD Counseling”
Group Discussion 2 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.
Begin reading Chapter 1 in the red packet: *How Addictions Develop and Addicted People Recover.*

Module 4:

- September 21-27 Chapter 3: “The Counseling Process”
Group Discussion 3 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.
Begin reading chapter 5 in the red packet: *Insight- Oriented Approaches*

Module 5:\

- September 28- October 4 Chapter 4: Characterizing Clients & Assessing Their Needs”
Group Discussion 4 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.
Complete Reading Chapter 5 in packet

**Deadline to have setup a shadowing site by Sunday
October 4**

- October 5-11
- Module 6:**
Midterm Exam

- October 12-18
- Module 7:**
- Chapter 5: "Group Counseling in the treatment of Chemical Dependency"
Group Discussion 5 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

- October 19-25
- Module 8:**
- Chapter 6: "Family Counseling: Seeing the Family as the Client"
Group Discussion 6 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.
Begin reading Chapter 6 in red packet: *Action- Oriented Approaches*

**Deadline for completion of shadowing experience
October 25.**

**Complete Shadowing Experience Form with the Supervisor
and turn it in to the instructor. (Page 10 of syllabus)**

- October 26-November 1
- Module 9:**
- Chapter 9: "Counseling Those Reluctant to Recover"
Group Discussion 7 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

- November 2-8
- Module 10:**
- Due date for Shadowing paper Sunday November 8 at 11:59pm**

Module 11:

- November 9-15 Chapter 10: "Harm Reduction"
Group Discussion 8 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

Module 12

- November 16-22 **Philosophy Paper Due Sunday November 22 at 11:59pm**

Module 13:

- November 23-29 Chapter 11 "How to Survive in a Chemical Dependency Agency"
Group Discussion 9 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

Module 14:

- November 30-December 6
South Dakota Certification Board for Alcohol & Drug Professionals
 - <http://dhs.sCBADPd.gov/brd//default.aspx>
 - South Dakota Codified Laws
 - CFR 42 Part 2Group Discussion 10 Questions
Deadline for posting the chapter questions is Thursday at 11:59pm.
Deadline for posting the feedback discussions is Sunday at 11:59pm.

| Institution | Contact Person | Phone # | email | City |
|--|---|-----------------------|--|-------------|
| Carroll Institute | Amy Hartman | 605-336-2556 | ahartman@carrollinstitute.org | Sioux Falls |
| Choices Recovery Services LLC | Karen Johnson, CCDCIII | 605-334-1822 | choicesrecovery@qwestoffice.net | Sioux Falls |
| Counseling Resources | Sue Edison-Harris, MA, CCDCIII | 605-331-2419 | cresource@midconetwork.com | Sioux Falls |
| Prairie View Prevention | Kristy | 605-331-5724 | Kristyp@prairieview.net | Sioux Falls |
| First Step Counseling Services | Lou Ann Solem, CCDCIII | 605-361-1505 | | Sioux Falls |
| Keystone Outpatient Services | Bob Brown | 605-335-1820 | | Sioux Falls |
| Southeastern PRC | Michelle Majers | 605-335-6474 | m.majeres@voa-dakotas.org | Sioux Falls |
| Volunteers of America | Chris Sandvig | 605-334-1414 | c.sandvig@voa-dakotas.org | Sioux Falls |
| VA Medical Center Addictions Treatment | Dennis Barnes, MS, CCDCIII | 605 336-2650 ext 6163 | Dennis.Barnes2@med.va.gov Prior Orientation required | Sioux Falls |
| USD Student Counseling Center | Dr. Matt Stricherz, Psychologist, CCDCIII | 605 677-5777 | mstriche@usd.edu D-Days crisis team | Vermillion |
| Human Service Center | Jody Smith, M.A. | 605-668-3118 | Diane Hoveden, Adolescent Unit or Adult Unit Shadowing. | Yankton |
| | | | Personal Interview only | |
| Lewis & Clark Behavioral Health Ctr. | Jerry Ebel | 605-665-4606 | Lcbh8@iw.net | Yankton |
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ADAS-220 SHADOWING/Internship DRESS CODE

It is important to note that the way we dress does send a message. It is always best to be a little over-dressed for a first day than to show up too casual! It is important to “get the lay of the land”, so to speak, about appropriate office/work clothes. It is also a respectful issue when working with patients, no matter what your colleagues wear, or the dress climate at work. Dress for the patients.

Some tips to follow for your shadowing/internship experience:

- The definition of business casual, one notch down from business normal.
- Dress for the position you want, not for the one you currently have.
- Match the culture (climate) of the profession. Call ahead/ask your contact about appropriate dress.
- Iron your shirts, tops and pants. Clean up your shoes.
- Clothes that are too tight, a neckline that is too low, or a skirt that is too short come across as seductive. Patients (adolescents) will assume the sexual innuendo is intentional.
- Clothes that are too sloppy, with untucked or wrinkled shirts or wearing beeping sports watches are also inappropriate.
- Turn off your cell phones.
- Sagging socks, dangling earrings and obvious designer logos all send messages that register in a negative way with colleagues, supervisors and patients.
- Tattoos and body piercings need to be covered.
- Alcohol, drug or other inappropriate logos that promote use are an ABSOLUTE NO-NO when doing a shadowing or internship experience! And no hangovers!
- Where jeans are part of the office culture, do not wear jeans you mow the lawn in – and stick with the classic look that rests at the waist, not the low-rise look.

Business casual guidelines for men and women

Business casual is crisp, neat, and should look appropriate even for a chance meeting with a CEO. It should not look like cocktail or party or picnic attire. Avoid tight or baggy clothing; business casual is classic rather than trendy.

Basics:

Khaki pants, neatly pressed, and a pressed long-sleeved, buttoned solid shirt are safe for both men and women. Polo/golf shirts, unwrinkled, are an appropriate choice if you know the environment will be quite casual, outdoors or in a very hot location. This may not seem like terribly exciting attire, but you are not trying to stand out for your cutting edge look, but for your good judgment in a business environment. Do not wear clothing with slogans or logos, especially those pertaining to the abuse/misuse of alcohol and drugs (i.e. "Budweiser is the Best!" would not be an acceptable logo to have on a shirt you wear to your work site.)

Shoes / belt:

Wear a leather belt and leather shoes. Athletic shoes are inappropriate.

Cost / quality:

You are not expected to be able to afford the same clothing as a corporate CEO. However, do invest in quality that will look appropriate during your first two or three years on the job for a business casual environment or occasions.

Details:

Everything should be clean, well pressed, and not show wear. Even the nicest khakis after 100 washings may not be your best choice for a reception. Carefully inspect new clothes for tags, and all clothes for dangling threads, etc. (as with interview attire).

Use common sense.

If there are six inches of snow on the ground and/or you are rushing to get to an information session between classes and you left home 12 hours earlier, no one will expect you to show up looking ready for a photo shoot — they'll just be happy you made it. Just avoid wearing your worst gym clothes and jeans. If you show up at an event and realize you're not as well dressed as you should be, make a quick, pleasant apology and make a good impression with your interpersonal skills and intelligent questions.

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- Guidelines modified from: <http://www.career.vt.edu/Jobsearc/BusCasual.htm>

1