

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

**ADS 222 Alcohol and Drug Group Interaction
Fall Semester 2009
D2L Online Course Syllabus**

Instructor: Mary Rogers, PhD, LAC

Email: MaryRogers@usd.edu

Online Office Hours: Instructor will respond to all emails Monday through Friday within 48 hours of receipt of email from student. If I am unable to respond within 48 hours, I will notify the class through announcements in D2L.

CE Online Orientation:

For information about USD technical, academic and student support services, as well as how to take advantage of these services please refer to the CE Online Student Orientation (<http://www.usd/ce/Orientation.pdf>). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Course Description:

Introduces basic theories and dynamics of counseling groups. Develops the facilitative skills appropriate to working with those groups in the management of alcohol and drug abuse.

- *Required for ADS majors and minors.*
- *Prerequisite: Completed ADS 220 with a C or better.*
- *Prerequisites: ADS 116,117, 220*
- *Required for State Alcohol/Drug Certification*
- *Upon completion of ADS 222, all students must have their criminal background check completed and report provided to the department prior to admittance to the major*

Required Textbooks:

*Groups: Process and Practice, 8th edition, Corey et al., Brooks/Cole
ISBN 9780495600763*

*Student Manual for Theory and Practice of Counseling and Psychotherapy, 8th edition,
G. Corey, Brooks/Cole
ISBN 139780495102090*

Course Rationale:

The overall intent of the course is to help students to integrate theory and skills and develop a working foundation necessary to lead and facilitate counseling groups.

Course Objectives/Outcomes and Assessment: Upon completion of the course, students will be able to

Objective	Assessment
Recognize and understand relevance of group counseling theories	Discussion board, chapter questions/assignments, exams
Identify stages of group development	Chapter questions/assignments, exams, discussion board
Explore and understand group member behavior for each stage of group development	Assignments, exams, discussion board
Describe group leader qualities and strategies appropriate for each stage of group development	Assignments, exams, discussion board
Reflect and identify personal strengths and growth areas as a group leader	Assignments, exams, discussion board

Instructional Methods and Activities:

Brief lecture, textbook readings and assignments, exams, online discussions, and job shadow.

Course Requirements:

The student will be assessed in this class according to:

- Contribution to class discussions;
- Involvement in class activities;
- Successful completion of all assignments (i.e., content and submitted on time)
- Attendance

Evaluation and Grade Assignment Methods:

- Weekly Assignments (200 points)
Each week students will complete and submit assignments as outlined in the Course Content and according to the Course Schedule. Each assignment is graded weekly. Assignments may be generated from the major text or from the student manual.
- Discussion Posting (200 points)
Each student is required to respond to the question posted by the instructor each week. Questions will be selected based on chapter readings. See “Netiquette” for expectations on interaction and review “Discussion Evaluation Rubric.” Students will be graded weekly on discussion contributions. To understand how your post will be evaluated please review the evaluation rubric which follows. Grades for Discussion contributions will be posted weekly.

Discussion Evaluation Rubric: A guide to grading your class participation

<p>20 Points</p> <ul style="list-style-type: none"> • Actively supports, engages, and listens to peers • Comes to class fully prepared • Plays an active role in discussions • Comments almost always or consistently advance to the level and depth of the dialogue • Level of discussions are almost always or consistently better because of student's presence
<p>14-19 Points</p> <ul style="list-style-type: none"> • Makes a sincere effort to interact with peers • Comes to class fully prepared at almost every session • Participates constructively in discussions • Makes relevant comments based on the assigned material • Level of discussions are occasionally better (never worse) because of the student's presence
<p>10-13 Points</p> <ul style="list-style-type: none"> • Limited interaction with peers • Preparation and level of participation are both inconsistent • When prepared, participates constructively in discussions and makes relevant comments • Level of discussions are not affected by the student's presence
<p>5-9 Points</p> <ul style="list-style-type: none"> • Virtually no interaction with peers • Rarely participates • Comments are generally vague or drawn from outside the assigned material • Demonstrates a noticeable lack of interest (on occasion) • Level of discussions are negatively impacted by student's presence
<p>0 Points</p> <ul style="list-style-type: none"> • No interaction with peers • Never prepared • Never participates • Demonstrates an ongoing lack of interest in the material • Level of discussions are significantly and negatively impacted by student's presence

- Job Shadowing (200 points)
Please review the Job Shadow Experience outline found on the Course Homepage. Students must find an agency to host them for at least 24 contact hours and complete an application form that includes the signature of the agency representative who will provide oversight for this experience. All signed applications must be mailed to me no later than **September 21**. Contact hours and three page paper must be completed no later than **December 5**.
- Examinations (400 points)
Four exams will be scheduled during the semester. Please see the Course Schedule for dates. Advance information on exam content will be provided one week prior to the exam. All exams are short answer essay questions and will be administered online via D2L and will not require a proctor.

Grades

Assignments	Total Points Possible	Final Grade Point Distribution
Weekly Assignments	200	A 775-800
Job Shadow	200	B 750-774
Discussion Posting	200	C 725-749
Four exams	200	D 700-724
Total Points Possible	800	F Less than 699

Academic Calendar Fall 2009

August 31	Registration Day
August 31	Classes Begin
September 7	Labor Day
September 10	Last day to add classes, and last day to drop with a refund
October 12	Native American Day Holiday
October 23	Midterm Week
November 11	Veterans Day Holiday
November 17	Last day to drop a course with a "W"
November 25	Thanksgiving Recess Begins
November 30	Thanksgiving Recess Ends, Classes resume
December 14	Commencement
December 14	Final Exams
December 18	Semester Ends

Course Schedule Fall 2009

Date	Reading Assignments/Exam Schedule
August 31-September 6	Overview of course syllabus, introductions
September 7	Holiday-No Class
September 8-13	Chapter readings, assignments, discussion
September 14-20	Chapter readings, assignments, discussion
September 21-27	Exam One (online)
September 28-October 4	Chapter readings, assignments, discussion
October 5-11	Chapter readings, assignments, discussion
October 12-18	Exam Two (online) Midterm
October 19-25	Chapter readings, assignments, discussion
October 26-November 1	Chapter readings, assignments, discussion
November 2-8	Chapter readings, assignments, discussion
November 9-15	Exam Three
November 16-22	Chapter readings, assignments, discussion
November 23-29	Chapter readings, assignments, discussion
November 30-December 6	Chapter readings, assignments, discussion
December 7-13	Final Exam Study Guide
December 14-18	Final Exam

Course Outline (readings, assignments, exams, discussion posts)

****No discussion topics will be posted during Exam weeks****

Date/Week	Assignments
Week 1 August 31- September 6	Course Content – Week 1 Read syllabus, post personal introductions, complete course orientation, and complete the personal survey. (All completed assignments for this week will be worth 20 bonus points). Submit all completed assignments listed in the Course Content for Week 1 via Dropbox for Week 1.
Week 2 September 8- 13	Course Content – Week 2 Complete the readings and assignments listed in the Course Content for Week 2 and submit via Dropbox for Week 2. Join in the Discussion for this week.
Week 3 September 14- 20	Course Content – Week 3 Complete the readings and assignments listed in the Course Content for Week 3 and submit via Dropbox for Week 3. Join in the Discussion for this week. Study Questions for Exam.
Week 4 September 21- 27	Course Content – Week 4 Exam 1 Complete Exam 1, save in word document, submit via Dropbox for Week 4. Job Shadow Applications Due
Week 5 September 28- October 4	Course Content – Week 5 Complete the readings and assignments listed in the Course Content for Week 5 and submit via Dropbox for Week 5. Join in the Discussion for this week.
Module 6 October 5-11	Course Content – Week 6 Complete the readings and assignments listed in the Course Content for Week 6 and submit via Dropbox for Week 6. Join in the Discussion for Week 6. Study Questions for Exam.
Week 7 October 12-18	Course Content – Week 7 Exam 2 Complete Exam 2, save in word document, submit via Dropbox for Week 7.
Week 8 October 19-25	Course Content – Week 8 Complete the readings and assignments listed in the Course Content for Week 8 and submit via Dropbox for Week 8. Join in the Discussion for Week 8.
Week 9 October 26- November 1	Course Content for Week 9 Complete the readings and assignments listed in the Course Content for Week 9 and submit via Dropbox for Week 9. Join in the Discussion for Week 9.

Week 10 November 2-8	Course Content for Week 10 Complete the readings and assignments listed in the Course Content for Week 10 and submit via Dropbox for Week 10. Join in the Discussion for Week 10. Study Questions for Exam
Week 11 November 9-15	Course Content for Week 11 Exam 3 Complete Exam 3, save in word document, submit via Dropbox for Week 11.
Week 12 November 16-22	Course Content for Week 12 Complete the readings and assignments listed in the Course Content for Week 12 and submit via Dropbox for Week 12. Join in the Discussion for Week 12.
Week 13 Nov 23-29	Course Content for Week 13 Complete the readings and assignments listed in the Course Content for Week 13 and submit via Dropbox for Week 13. Join in the Discussion for Week 13.
Week 14 November 30-December 6	Course Content for Week 14 Complete the readings and assignments listed in the Course Content for Week 14 and submit via Dropbox for Week 14. Join in Discussion for Week 14. Job Shadow Experience Completed/Paper Due
Week 15 December 7-13	Course Content for Week 15 Final Exam Study Guide No assignments or discussion for this week.
Week 16 December 14-18	Course Content for Week 16 Final Exam Complete Final Exam, save in word document and submit via Dropbox for Week 16

USD Academic Freedom Policy

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.

USD Academic Honesty Policy

Plagiarism (Student Conduct Code):

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. 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 reduced credit;
- c) Assigned a reduced grade for the course;
- d) Dropped from the course;
- e) Failed in the course;
- f) Reported to proper campus authorities.

Etiquette:

Students will be respectful and courteous to other persons even if discussions should become intense. Learning occurs when we see each other as sources of information and realize that we are all fallible, including your instructor.

Netiquette:

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.

Disabilities 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 prior to or 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 and present that for signature to each instructor in each class every semester. For information contact Director of Disability Services, Room 119 Service Center, 605-677-6389; email: dservices@usd.edu Website: www.usd.edu/ds



A personal note....

As you begin the fall semester, please take the time to organize your life. By that I mean take a very close look at not only your academic schedule, but make a list of all the demands on you personally that may in fact represent serious barriers to successful completion of this or other courses.

I am very aware of the demands on students and the fact that issues arise during the semester that make life complicated. While I can't help you with your problem, I may be able to provide you with an extension to complete work rather than take a zero for the assignment. However, if I am to offer this extension, I have to know prior to the request or in the event of an emergency situation, certainly within a close timeframe of the emergency (for example a hospitalization of you or a family member).

In the past students have reviewed this course syllabus and later commented on the amount of work required for this course-I require a lot from students and have high expectations for quality performance by all students. I believe that the workload and the my expectations for student performance have been well documented and support my contract with you to provide you with content material and practical application skills necessary to pass this course and retain knowledge in meaningful ways for your future in counseling.

I welcome comments and email discussions about topics that you may wish to further address with me. Even with our busy schedules, we know that we can always find time to talk about something we believe is critical to our personal or professional growth.

Welcome to class and I look forward to working with you!

Mary