

University of South Dakota
School of Health Sciences
Alcohol and Drug Studies Department
ADS 420/520 CADE Comprehensive Alcohol and Drug Education
Fall Semester 2009
D2L Online Syllabus

Instructor: Mary Rogers, PhD, LAC

Email: MaryRogers@usd.edu

Office Hours: Instructor will respond within 48 hours to all emails. In the event that I cannot respond during this time, an announcement will be posted on the Course Homepage.

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: The fundamentals of the use, abuse, and addictive nature of ethyl alcohol and other mood altering chemicals and the symptomatology of alcoholism and other drug addiction. Provides facts and insights concerning the nature, scope, and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse.

Textbook: Jung, J., 2010. Alcohol, Other Drugs, and Behavior-Psychological Research Perspectives, 2nd edition, Sage Publication, ISBN 9781412967648

Course Objectives/Outcomes, Standards and Assessment: Upon completion of this course, students will:

Objective/Outcome	Standard	Assessment
Recognize historical and social perspectives of alcohol and other drug use and abuse	NAADAC Ethics Principle 1 ICRC Ethics 1 USD Diversity Report 111..2.,B.1 USD Health Sciences Mission Statement	Final paper Discussion postings Chapter questions/assignments
Relate contemporary and theoretical approaches towards understanding alcohol/drug problems, alcohol dependence, and other drug dependence	NAADAC Ethics Principle 1 ICRC Ethics 1 USD Diversity Report 111.2., B.1	Midterm paper Final paper Chapter questions/assignments Graduate paper
Define and describe fundamental knowledge of the nature and interactions of alcohol/drug problems with the individual, the family and society	NAADAC Ethics Principle 1 ICRC Ethics 1,12,13	Midterm paper Final paper Discussion postings Chapter questions/assignments Annotated bibliography Graduate paper
Signify how the continuum of care relates to a world-view regarding substance use and abuse	NAADAC Ethics Principle 1 ICRC Ethics 12,13 USD Diversity Report 111.2, B.1 USD Health Sciences Mission Statement	Discussion postings Annotated Bibliography Final paper Graduate paper
Demonstrate basic knowledge on which to make informed decisions about personal use of alcohol and other drugs	NAADAC Ethics Principle 1 ICRC Ethics 1.9	Discussion postings Chapter questions/assignments Midterm paper

Instructional Methods and Activities: Online discussions, chapter questions/assignments, midterm paper, annotated bibliography, final paper, graduate paper.

Course Requirements: The student will be assessed in this class according to:

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

Evaluation and Grade Assignment Methods: The student will be assessed in this class according to contribution to class discussions, involvement in class activities, and performance on assignments. Assignments for students enrolled in ADS 420 and ADS 520 are listed below:

- **Chapter Questions/Assignments (16 chapter assignments each valued at 10 points=160 total points possible)**
Students will respond to the listed chapter questions/assignments each week for each chapter(s). The chapter questions/assignments will typically require a half-page, double-spaced page per question; some assignments may require **up to 2 double-spaced pages**.
- **Midterm Paper(100 points possible)**
Students will review the coursework to date and write a **5-8 page double-spaced paper** on a topic selected from a list that will be posted within the Course Content.
- **Research Paper: Title, Abstract, Introduction and Annotated Bibliography, Draft, Paper (200 points possible)**
To assist you with the writing process, your research paper will be developed in stages, with you sending each component of the paper for review. Below you will find an overview of this process, as well as due dates for each. Submissions must be made through the **Drop Box – Research Paper** section. Within 48 hours I will return your assignment with comments.

Students will submit Research Paper assignments throughout the course as follows, culminating in an 8-10 page final paper written according to **APA format, 1-inch margins, 12-point font and double-spaced**. Library resources online are found at <http://www.usd.edu/library/>:

To begin:

- 1) Identify a special population/culture (for example, age, gender, race, disability) for purpose of your research paper and provide a title for your paper.
- 2) Prepare a one page abstract that describes the background, problem, purpose, objectives of your paper.
- 3) Write a one page outline for your paper, numbered and lettered;
- 4) Prepare an annotated bibliography, incorporating at least 20 scholarly references. Annotated bibliographies include article citation/reference, a one paragraph synopsis of article, and a description of how the article relates to this paper and the course.

5) Write the rough draft and submit for review, and address the following questions:

- A. Identification of specific special population/culture and drugs of choice for this population;
- B. Describe the effects of drug use/abuse along with beliefs and attitudes of this population;
- C. Discuss how American society and government relate to this population and their issues;
- D. Based on your knowledge, how would you address concerns/issues of this population, and describe what steps you would need to take to most effectively work with this population (for example, more education, cultural awareness, personal issues that could represent transference/counter-transference).

6) Submit final draft of paper.

Research Paper Schedule-- All submissions must be made via Dropbox with corresponding dates.

September 15	Title of Research Paper due
September 29	Abstract due
October 13	Outline due
October 27	Annotated Bibliography due
November 16	First draft of research paper due
December 8	Paper due

• **Graduate Student Paper (100 points possible)**

In addition to the course requirements previously outlined in the syllabus, Graduate Students must submit a 10 page **proposal** (APA format, 1-inch margins, 12-point font, double-spaced) for a comprehensive alcohol/drug education program that meets the needs of the specific population/culture from their final paper. The proposal must include risk factors, SES, current educational opportunities, goals, objectives, and evaluation strategies that are population/culture specific, and incorporate at least 30 scholarly references (students may include annotated bibliography references). Graduate students may request a copy of a proposal for review from the instructor.

Graduate Paper Schedule

November 16	Draft due-my review/comments/paper returned by November 23.
December 7	Final Draft of Proposal due

- **Discussion Postings (140 Points possible)**

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.”

Discussion Evaluation Rubric: A guide to grading your class participation

10 Points
<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
8-9 Points
<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
5-7 Points
<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
1-4 Points
<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
0
<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

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.

Grades

Undergraduates Total Points Possible

Assignment	Points Possible
Chapter Questions	160
Midterm	100
Research Paper	200
Discussion	140
Total Points Possible	600

- A 550-600
- B 500-549
- C 450-499
- D 400-449
- F Less than 399

Graduates Total Points Possible

Assignment	Total Points Possible
Chapter Questions	160
Midterm	100
Research Paper	200
Discussion	140
Proposal	100
Total Points Possible	700

- A 650-700
- B 600-649
- C 550-599
- D 500-549
- F Less than 499

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 Content/Schedule Fall 2009

The following schedule is only an outline for the course content. Each week you will read the brief lecture, complete assigned readings and assignments and submit written assignments as word documents in the Dropbox.

Week Of-

August 31	Course Content Week 1 Review of syllabus, course expectations and post personal introductions
September 7	Course Content Week 2 Chapters 1 and 2 (pages 2-56)
September 14	Course Content Week 3 Chapters 3 and 4 (pages 57-109) Title of Research Paper due
September 21	Course Content Week 4 Chapter 5 (pages 111-151)
September 28	Course Content Week 5 Chapter 6 (pages 153-181) Abstract Due
October 5	Course Content Week 6 Chapter 7 (pages 183-210)
October 12	Course Content Week 7 Chapter 8 (pages 213-237) Outline Due
October 19	Course Content Week 8 Midterm
October 26	Course Content Week 9 Chapter 9 (pages 239-265) Annotated Bibliography Due
November 2	Course Content Week 10 Chapters 10 and 11(pages 267-323)
November 9	Course Content Week 11 Chapter 12 (pages 325-352)
November 16	Course Content Week 12 Chapter 13 (pages 353-376) First Draft Research Paper Due; First Draft Graduate Proposal Due
November 23	Course Content Week 13 Chapter 14 (pages 377-414) Draft papers returned to students
November 30	Course Content Week 14 Chapter 15 (pages 417-440)
December 7	Course Content Week 15 Chapter 16 (pages 441-474) Final Draft Research Paper Due; Final Draft Graduate Proposal Due
December 14	Course Content Week 16 All papers returned to students with comments, grades and final course grades

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 credit;
- c) Assigned a reduced grade for the course;
- d) Dropped from the course;
- e) Failed in the course;
- f) Reported to campus authorities.

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