The University of South Dakota  
School of Health Science  
Addiction Counseling and Prevention  
ADS 220 Alcohol/Drug Helping Skills  
Spring 2019 Online

Instructor: Melissa Dittberner, Phd, CPS  
E-mail: Melissa.dittberner@usd.edu  
Phone: 605-661-1113

Text:  
ESSENTIALS OF CHEM. DEPENDENCY COUNSEL. By LAWSON EDITION: 4TH 16  
PUBLISHER:PRO-ED ISBN: 9781416406914

Course Description:  
An introduction to multicultural counseling theories and skills. The student will develop basic  
communication and individual helping skills appropriate in dealing clients with of alcohol/drugs issues.  
Required for ADS majors/minors. PREREQUISITE: ADS 116 and ADS 117 with the grade of C or Better.  
Required for Certification ADS 220 is a required course for South Dakota Alcohol/Drug Certification.

CDE Online Student Handbook:  
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

COURSE OBJECTIVES AND OUTCOMES  
STUDENTS WILL:  
A. recognize the various theories of counseling and how these pertain to addictions  
B. identify the basic elements of the addiction helping process  
C. develop a fundamental knowledge of the various counseling techniques  
D. create a personal philosophy in relation to a theoretical base and counseling techniques  
E. apply fundamental knowledge of the addiction helping process when working with clients/patients

Course Requirements:  
The student will be assessed in this class on contribution to class discussion, involvement in class activities,  
attendance, shadowing and performance on chapter discussion, philosophy statement, quizzes, and projects.  
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.

**Assignments**

- **AA or NA with reflection paper - 20 points**
  This paper needs to be submitted in the course D2L dropbox. Instructor will return this paper within two weeks of the deadline.

- **Counselor interview presentation - 50 points**
  Interview experience with an outpatient treatment or prevention counselor. The list of questions can be found in D2L under the content tab. The counselor can be interviewed in person or over the phone. The presentation can be in any form: i.video, pictogram, PowerPoint, Prezi or any other creative method of information delivery. Have fun with this project.
  This presentation needs to be submitted in the course D2L dropbox and posted in the discussion board. Instructor will return this paper within two weeks of the deadline.

- **Reflections on the discussion board - 150 points**
  Students will be asked to make at least 1 post a week by Wednesday. As well as posting 2 comments to students in their groups by Sunday evening. Grades will be posted each week.

- **Weekly quizzes - 150 points**
  There will be weekly quizzes worth 10 points a week. Grades will be posted each week.

- **Biases - 30 points**
  Students will be given scenarios to challenge their thinking and biases awareness. All information will be under the content tab in D2L. Instructor will return this paper within two weeks of the deadline.

- **Burnout plan - 20 points**
  With guidance from the instructor students will be asked to create a personalized burnout plan. All information on this project will be under the content tab in D2L. Instructor will return this paper within two weeks of the deadline.

- **Personal philosophy Paper - 80 points**
  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. 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 drop box on D2L.

All assignments can be found in D2L under the content tab.

<table>
<thead>
<tr>
<th>Start date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Quiz, discussion, Introductions, survey 1</td>
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<tr>
<td>Week 2</td>
<td>Quiz, discussion, Chapter 1 Becoming a Chemical Dependency Counselor</td>
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<tr>
<td>Week 3</td>
<td>Quiz, discussion, Chapter 2 Ethical and Legal Issues in CD Counseling, survey 2</td>
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<tr>
<td>Week 4</td>
<td>Quiz, discussion, Chapter 3 Counselor Certification and Licensure, burnout plan due</td>
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<tr>
<td>Week 5</td>
<td>Quiz, discussion, Chapter 4 The Counseling Process</td>
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<td>Week 6</td>
<td>Quiz, discussion, Counseling Theories</td>
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<tr>
<td>Week 7</td>
<td>Quiz, discussion, Counseling Theories</td>
</tr>
<tr>
<td>Week 8</td>
<td>Quiz, discussion, Chapter 5 Characterizing Clients and Assessing Their Needs, survey 3</td>
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<tr>
<td>Week 9</td>
<td>Quiz, discussion, counselor interview presentation due</td>
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<td>Week 10</td>
<td>Quiz, discussion, Chapter 8 Dealing with Diversity, biases project due</td>
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<td>Week 11</td>
<td>Quiz, discussion, Chapter 9 Psychopharmacology and the Chemical Dependency Counselor</td>
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<td>Week 12</td>
<td>Quiz, discussion, Chapter 10 Aftercare and Relapse Prevention, AA or NA meeting reflection paper due</td>
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<td>Week 13</td>
<td>Quiz, discussion, Chapter 11 Counseling Those Reluctant to Recover</td>
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<tr>
<td>Week 14</td>
<td>Quiz, discussion, Chapter 12 Harm Reduction: A (Relatively) New Concept of Care</td>
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<tr>
<th>Week 15</th>
<th>April 15</th>
<th>Quiz, discussion, Chapter 13 Treatments That Work: Evidence-Based Therapies and Chapter 14 How to Survive in a Chemical Dependency Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16</td>
<td>April 29</td>
<td>Survey 4, Paper on personal philosophy due</td>
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</tbody>
</table>

**Points**

- 150 = Quizzes
- 150 = Discussion
- 20 = AA or NA reflection paper
- 20 = Burnout plan
- 30 = Biases
- 50 = Counselor interview presentation
- 80 = Paper on personal philosophy
- 500 = points total

**Grade Breakdown:**

- 100-90% A (500- 450)
- 89-80% B (449- 400)
- 79-70% C (399- 350) [minimum grade considered passing, minimum to use course as a pre-req and for state certification]
- 69-60% D (349- 300)
- 59% and below F (299- 0)

**University Policies**

*Title IX*

In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights [here](#). If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the [Silent Witness Form](#).

You can also get help through the USD Counseling & School Psychological Services Center at 605-677-5777. You can also get help from the [Domestic Violence Safe Option Services](#) located here in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24 hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this [website](#).
You can have a friend, classmate, advisor, or faculty member help you make a report. Remember – some of these individuals are mandated reporters. Please do not hesitate to contact me if you would like me to support you through this process or if you have questions about how to proceed.

University Policies

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](http://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.

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.

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](http://www.usd.edu/ds)
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. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
Written Assignments
Paper style will be APA format. 1 inch margins, 12-point font and double-spaced with appropriate APA citations. All written assignments need to be submitted via the course D2L drop box. If it is not posted in the drop box I did not receive it. Double check to see that your submission is in the drop box on the assigned due dates.

Paper and assignment rubric

<table>
<thead>
<tr>
<th>A 100 – 90%</th>
<th>B 89 – 80%</th>
<th>C 79 – 70%</th>
<th>D 69 – 60%</th>
<th>F &lt; 59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper displays deep understanding of material</td>
<td>Paper displays good understanding of material</td>
<td>Paper displays some understanding of material</td>
<td>Paper displays low understanding of material</td>
<td>Paper displays little or no understanding of material</td>
</tr>
<tr>
<td>Well prepared, evidence of great deal of time spent preparing and writing</td>
<td>Decently prepared, evidence of fair amount of time preparing and writing</td>
<td>Style and depth is evidence of lack of student interest in topic, paper merely written to “get the grade”</td>
<td>Not prepared properly, tossed together</td>
<td>Not prepared, hurriedly tossed together</td>
</tr>
<tr>
<td>Zero grammar or spelling errors</td>
<td>More than one grammar or spelling errors per page</td>
<td>More than two grammar or spelling errors per page</td>
<td>More than three grammar or spelling errors per page</td>
<td>More than four grammar and spelling errors per page</td>
</tr>
<tr>
<td>Paper is interesting and exciting for reader</td>
<td>Paper is not interesting for reader</td>
<td>Paper is dull and not interesting for reader</td>
<td>Paper is more than dull and not interesting for reader</td>
<td></td>
</tr>
<tr>
<td>Strict adherence to APA format</td>
<td>Proper adherence to APA format</td>
<td>Some adherence to APA format</td>
<td>Little adherence to APA format</td>
<td>Plagiarized and not in APA format</td>
</tr>
</tbody>
</table>

Note: In the C, D, and F categories, just one of the descriptions can drop the grade to that level. The A and B categories should always be your goal. For example, an A paper can become a C paper through grammar and spelling errors or any paper can become an F paper through plagiarism.