INSTRUCTOR:    Erin B. Nielsen Ogdahl, J.D., CSW-PIP, LAC
PHONE:         605-271-1348
EMAIL:         Please email whenever possible through D2L, my address is available in your contact list. If that is not possible, my secondary email address is: Erin.Nielsen@usd.edu

ONLINE OFFICE HOURS:  BY appointment. I will respond to all e-mail through D2L within 24 hours Monday through Friday. I do not guarantee that I will respond to anything over the weekend. If there is a time where I will be unavailable during the week, I will notify the class through the NEWSBOARD in D2L prior to such absence.

All times are Central Time Zone. Preferred communication is through D2L. If you must contact me by phone, please leave a detailed message. I will either send you an email response or if needed call you back as soon as I am available. Although I know this is an online class and you may be working on it at all hours of the day, please understand that if you are working on something in middle of the night, I am not going to be available to assist.

Required Texts for this Course:


Course Description: This course is designed to acquaint the substance abuse student/professional with the cultural and spiritual basics of effective substance abuse treatment with Native American populations and individuals. This will aid the student/professional in applying culturally and spiritually appropriate treatment with Native American clients.
Prerequisite: Instructor’s permission

Course Objectives/Outcomes, Standards and Assessment

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<th>Objective/Outcome By the end of this course, students will.....</th>
<th>Standard</th>
<th>Assessment</th>
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<td>The student will gain a thorough awareness of Native American culture and values and be able to describe and discuss the culture and values. The student/professional will be able to describe and discuss cultural and spiritual differences between their current culture and that of the Native American. The student/professional will also learn to honor those differences both as a professional and as a person.</td>
<td>NAADAC ethics Principle 4, ICRC Ethics 1 NIDA principles for effective treatment 3, 5, 6, 10 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Reflection Papers Chapter Questions</td>
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<tr>
<td>The student will be able to describe the process of making client referrals to Native American spiritual and medical resources.</td>
<td>NAADAC ethics Principle 4 ICRC Ethics 4 NIDA principles for effective treatment 1, 3 USD Health Sciences Mission Statement 12 Core functions 10</td>
<td>Discussion board postings Reflection papers Chapter questions Final paper</td>
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<td>The student will be able to contrast and compare the issues involved in the placing of a Native American into a &quot;White&quot; treatment program, and how to effectively deal with these challenges through individualizing treatment plans to the client’s culture.</td>
<td>NAADAC ethics Principle 1, 2, 3 and 9 ICRC Ethics 1 NIDA principles for effective treatment 1, 4 USD Health Sciences Mission Statement 12 core functions # 5, 6</td>
<td>Discussion board postings Chapter questions</td>
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<td>Allow the student time for self-reflection and self-awareness so that each student can integrate theory into their own personal relationship with their clients and will be able to describe</td>
<td>NAADAC ethics Principle 9 ICRC Ethics 9 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Reflection papers Chapter questions</td>
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the results of this self-reflection process with the professor and class.

Upon completion of this course, the student/professional will have a working theory of Native treatment that they can describe in full, and that they can integrate into their current substance abuse program as regards the appropriate treatment modality for Native American clients.

NAADAC ethics Principle 1 and 2
ICRC Ethics 1
NIDA principles for effective treatment 6
USD Health Sciences Mission Statement
12 core functions 6, 7

Discussion board postings
Reflection papers
Chapter questions

A typical week in this course:

<table>
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<th>DAY</th>
<th>TASK</th>
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| Monday | Start of the week; new materials and weekly assessments available  
Open for independent work (reading) and discussions |
| Tuesday | Open for independent work (reading) and discussions |
| Wednesday | Open for independent work (reading) and discussions |
| Thursday | First discussion post must be up by 11:59pm |
| Friday | Open for independent work (reading) and discussions |
| Saturday | Open for independent work (reading) and discussions |
| Sunday | Final discussion posts must be up by 11:59pm. Papers due by 11:59pm in Dropbox if applicable |

Course Requirements/ Course Evaluation:

Due Dates are located at the course schedule at the end of the syllabus. All assignments will be graded within two weeks. Grades will be posted on the Grades tool and feedback will be given to students through Email and/or the Dropbox feedback tool.

1) There will be 10 weekly discussions. Each student will post (at least 2 paragraphs in length) in the Discussion, reflecting on all the readings for the time period indicated. The format of these posts is to finish the sentence stems: “I learned…..” “I felt……” This post must be posted by Thursday at 11:59pm each week. If your first post is not up by Thursday you will receive no credit for the week.
Each student will reply to a peers post, these posts should be at least one quality paragraph. This post must be posted by Sunday at 11:59pm of each week (Central Time).

Each week is worth 5 points........................................................................................................50 pts.

2. Brief reaction (2-3 pages) paper (paper #1): What aspect of your readings changed your outlook on Native American mental health treatment the most? (Chapters 1-9 of A Gathering of Wisdoms). Paper should be deposited in the Dropbox by Sunday at 11:59pm of the week due. (See Course Schedule/Outline)
................................................................................................................................................25 pts.

3)The student will read the stories in the back of the text The Red Road to Wellbriety (pages 158 to 278) and will write a ( 2) page reaction paper to two stories they found of personal interest in the book (paper #2). Talk about what you learned, what surprised you, how you felt as you read the story, how you can apply what you learned in the story to treating Native American clients. Paper should be deposited in the Dropbox by Sunday at 11:59pm of the week due. They will be due in two consecutive weeks.
................................................................................................................................................25 pts. Each for a total of 50 pts.

4) Attend a Native American function that is open to non-natives. Write a brief reaction (2-3 pages) paper (paper #3) covering the topics listed below.
   a) What surprised you? b) What helped you in your interactions the most from your reading thus far?
   c) What did you learn about Native Americans? d) What values did you see expressed at the function?
   Paper should be deposited in the Dropbox by Sunday at 11:59pm of the week due.   (See Course Schedule/Outline)
................................................................................................................................................25 pts.

*Graduate Assignment*

Write a Treatment Plan for the person below: this assignment should be a maximum of 5 double-spaced typewritten pages in length.

Native American substance abuse treatment requires tribal involvement on many levels to be successful with a client who is culturally Native American. You are working at a treatment center which is off-reservation and have the client described below. Describe your treatment plan for the individual utilizing the culturally congruent model described in the text and all relevant information from all reading in the course to date. Attend to all aspects of the client’s needs as presented in the report. Utilize appropriate referrals when necessary. (Hints: For the purposes of this assignment we will assume that the treatment center you work at provides at minimum substance abuse treatment which a Native American will find useful and non-offensive.

Roy is a 46 year old son of parents who are enrolled tribal members on a South Dakota reservation. Roy rebelled against tradition in his teen years and left his father’s home for a freer life of social and drinking habits in contrast to the austere ways of his parents. He enlisted for service in the Army during the Vietnam War, and has been diagnosed with PTSD. He is not currently in treatment for PTSD and does admit that he drinks mainly so he will sleep at night. He is successful as a construction worker, eventually rising to position of foreman in his company. He is unhappy in a string of relationships with white girlfriends. His
current girlfriend is 32 years old and works at a nightclub as a stripper. He states that he is only with her for sexual companionship. He drinks about a 12 pack of beer a day, an amount which now has him worried. Roy considers himself to be an alcoholic. His father is in his 70’s, and is in recovery with a Native American AA group on the reservation. His mother is also still living and in her mid-60’s, she has no addiction problems according to Roy. Roy has an older brother who is an alcoholic in recovery, and a younger sister with no known addiction problems. Both siblings reside on the reservation and through them Roy has several nieces and nephews whom he sees around the holidays only. He contacts his parents twice yearly and expresses that while he is estranged from them, they state that they wish him to visit them. He has not set foot on the reservation since leaving 30 years ago. His father told him that he has a “spiritual illness” when Roy told him about his drinking, and begged him to come home for help from the tribal spiritual leaders. Roy has just been arrested for his second DUI in 3 years, and according to the white justice system, must undergo treatment in order to obtain a work permit which would allow him to retain his job. Roy states that he is interested in undergoing treatment, but also would like to contact the spiritual leaders on his reservation. There is not a distance problem; the reservation is 20 miles away from Roy’s home.

To be turned in through the Dropbox…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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interest to take every course seriously and gain as much information as you possibly can. This cannot be achieved by falling behind in your courses.

**Not having the textbook is NEVER an excuse for late work.** The student is expected to order the text from the University Bookstore at the University of South Dakota prior to the course starting. There will be no redos allowed for unacceptable assignments. It is the responsibility of the student to contact the professor prior to the due date if the student is in any way unclear about the requirements of the assignment. Students are strongly encouraged to send assignments in progress to the professor so that the professor can give “early feedback” on the assignment. Assignments cannot be turned in for early feedback less than 96 hours (4 days) prior to the due date of the assignment.

**USD Academic Honesty Policy:** 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:

- Given a zero on the assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

**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

**Etiquette/Netiquette:** 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. 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.

**Course Delivery Mode and Technology:** Desire 2 Learn will be the course management software for this course. Please review to the new student's guide for online learning for valuable information to help you be successful as an online learner. The guide can be found at the following URL (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). You will need a USD email account, which is required for all online courses. All new students should go to http://www.usd.edu/accounts/pickup to create a USD email account. If you have an active account but are unsure of your username or password,
please contact the USD helpdesk at 605-677-5028.

The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses and those requirements are listed in the student's guide. Course materials will be provided as online documents that you can read online or print off. You will need weekly access to a web navigator to access the course web site, materials, and participate in weekly group discussions. You will also need a PDF file reader (Acrobat Reader) since class documents/assignments will be in this format.
### Discussion Evaluation Rubric: A guide to grading your class participation.

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<tr>
<th>A+ 100%</th>
<th>A 90-99%</th>
<th>B 80-89%</th>
<th>C 70-79%</th>
<th>D 60-69%</th>
<th>F &lt;60%</th>
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<tr>
<td>• Actively supports, engages and listens to peers (ongoing) • arrives fully prepared at every session • 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</td>
<td>• actively supports, engages and listens to peers (ongoing) • arrives fully prepared at almost every 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</td>
<td>• makes a sincere effort to interact with peers (ongoing) • arrives mostly, if not fully, 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</td>
<td>• limited interaction with peers • preparation, and therefore level of participation, are 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</td>
<td>• virtually no interaction with peers • rarely prepared • rarely participates • comments are generally vague or drawn from outside of the assigned material • demonstrates a noticeable lack of interest (on occasion) • group dynamic and level of discussion are not affected by the student’s presence</td>
<td>• no interaction with peers • never prepared • never participates • demonstrates a noticeable lack of interest in the material (ongoing) • group dynamic and level of discussion are significantly harmed by the student’s presence</td>
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Developed by Adam Chapnick, University of Toronto

[http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469](http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469)