University of South Dakota
School of Health Sciences
Addiction Counseling and Prevention
ACP-426/526
Theory and Practice of Alcohol/Drug Prevention in Communities,
Spring 2019

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

TEXTS:
2. www.samhsa.gov 2008 Sustaining Community-Based Programs: A Toolkit for Community and Faith-Based Service Providers (free online under course content tab)

The instructor will respond to emails within 24 hours Monday through Friday, 48 hours on weekends. You are welcome to text for quick questions.

Course Description: This course examines: program planning, organization, community theory/models, fundraising/ grant-writing skills and coordination necessary to develop and implement alcohol/drug prevention within communities.
*Students should have previously taken ADS-421/521 Foundations of Alcohol/Drug Prevention. Both courses are required for South Dakota Prevention Certification.*

Course Rationale: This course will build upon ADS-421/521 and will serve as a capstone course. Students will utilize the historical, theoretical and present-day science based literature and strategies in order to construct a community prevention plan. The planning process will be done in dyads/or small groups and will consist of collecting data, developing goals and objectives, writing a community prevention grant OR a plan to raise funds within a community, selecting science based prevention strategies to meet the objectives, developing an evaluation plan and completion of a community service project.

CDE Online Student Handbook:
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx
## Course Objectives/Outcomes, Standards and Assessment:

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<thead>
<tr>
<th>Objective/Outcome</th>
<th>Standard</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>By the end of this course, students will</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 3, 5, 6, 10 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations Graduate paper</td>
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<td>Identify the various prevention counseling theories and the main points of each major prevention theory.</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
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<tr>
<td>Compare and contrast various prevention theories.</td>
<td>NAADAC ethics Principle 4 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
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<tr>
<td>State how to plan a prevention program.</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</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.</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 9 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
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<tr>
<td>Obtain prevention licensure through passing the NAADAC /SDCDA examination for addiction counselors (if student desires).</td>
<td>NAADAC ethics Principle 4, 5, 9 ICRC Ethics 1 NIDA principles for effective treatment 6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Opinion papers Chapter questions Graduate paper</td>
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Course Objectives: The students will:

1. Apply needs assessment tools and methods for determining a community’s needs and vision regarding A/D prevention
2. Determine how to monitor activities through evaluation
3. Identify financial sources and strategies to increase funding/grant opportunities for local prevention projects
4. Identify community stakeholders for the purpose of developing community task forces or coalitions
5. Construct a comprehensive prevention plan
6. Identify formal and informal policy makers and how policy is influences
7. Plan and implement a service learning project of eight hours minimum length in their community of choice.

Instructional Methods:
This course will utilize several learning methods to enhance the understanding of the course material. Classes will consist of focused lectures, collaborative learning activities, information from outside resource people as well as small and large group discussion. A portion of the course will be devoted to the completion of the service learning project.

Netiquette/Etiquette:
When emailing or posting a response to a fellow student the following rules apply: 1) No cursing or usage of symbols that can be construed as cursing will be tolerated. 2) Remember that what you put in writing and email or post can be recorded permanently, use appropriate professionalism. 3) Personal attacks on material or the writer of such will not be tolerated. Refusal by any student to abide by online etiquette can result in dismissal from the class after review by the instructor of record and the department chair of ADS.

COURSE EVALUATION AND GRADING
Students will be assessed in this course on the following criteria (due dates are in the course schedule):

Midterm Q&A’s 100 points (see attached list of questions). This will be about 7-9 pages in length. Your answers to the questions need to be highly detailed and are the basis of your service learning project. Grades for assignments will be posted within two weeks of submission.

Service Learning Project 300 points. The primary outcome of this course is a service learning project that you and your team members design and implement. Must be based on 7 steps in Chapter 3 of SAP text. Teams can be 2 to 4 members in size, team members will evaluate ALL other members of the team separately. I will have team members redo evaluations if I feel they are purposely loaded to create “all A’s.” The project must involve 8 hours (at minimum) of service learning, and the venue is completely at your discretion as is the project. The project MUST be a prevention project utilizing the models (or a model) in your texts, and must involve raising funds (these funds will be run through our department---the checks need to be written to ADS). YOU are responsible to choose your project, team members and site. The professor will not assist you in this part of the course. This should be planned out and ready to go by mid-semester. Not having a solid plan and site in place as scheduled in the syllabus will be reason to drop the student from the course. You are NOT limited to persons enrolled in this course as team members, but you are fully responsible for the final project and its outcome, and your team members must fill out the feedback form attached to the syllabus. The professor also must receive contact information from the site you are doing the project at, along with a signed release from the site (see form in syllabus) to discuss your project with the site administrator(s). Grades for assignments will be posted within two weeks of submission.

Final Reflection Paper 100 point. This paper is about your service learning project, but MUST be grounded in the course material. This means that you will cite materials from the course (using APA style). All references
can come from the course (you can use outside ones if you wish, but the course materials are comprehensive). The paper is to be 5 pages in length, not including cover page and reference page, double-spaced, 1-inch margins, times new roman 12-point font. This paper is to be an individual work; you may not work on this with other classmates. Grades for assignments will be posted within two weeks of submission.

**Presentation 50 points.** PowerPoint required (cannot be in any format other than Microsoft office PowerPoint). Post the PowerPoint as an attachment on the discussion board under the appropriate week. The PowerPoint will cover your experience from the service learning project, and must be professional in nature. Must incorporate Logic model from chapter 8 of SAP text. Grades for assignments will be posted within two week of submission.

**Online discussion participation 10 points (each week).** 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.

**GRADUATE CREDIT: (Graduate students only) 100 points---** 8-10-page paper, prevention topic of okay by the instructor, APA style, 6-10 references

**Grade Breakdown:**
90-100%  A (630- 561)
80-89%  B (560-504)
70-79%  C (503- 441) [minimum grade considered passing, minimum to use course as a pre-req and for state certification]
60-69%  D (440- 378)
59% and below F (377-0)

Total points possible for the course: 630 (undergraduate) and 730 (graduate)

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**COURSE OUTLINE**

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<tr>
<th>All assignments are due on the dates listed by 11:59pm</th>
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<tr>
<td>Week 1</td>
<td>6/5</td>
<td>Introduction; Health Behavior and Health Education Part One (chapters 1 and 2); SAP chapters 1 and 2; Discussion Posting, Burnout plan</td>
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<tr>
<td>Week 2</td>
<td>6/12</td>
<td>Health Behavior and Health Education Part Two; Health Behavior and Health Education Part Three; Discussion Posting</td>
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<td>Week 3</td>
<td>6/19</td>
<td><strong>MIDTERM QUESTIONS AND ANSWERS DUE</strong></td>
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<td><strong>Week 4</strong> 6/26 Health Behavior and Health Education Part Four; Health Behavior and Health Education Part Five; Discussion Posting</td>
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<td>Week 5</td>
<td>7/3</td>
<td>NOLO text chapters 1-3, 8, and 9; Sustaining Grassroots; <strong>Service Learning Plan</strong>; Discussion Posting</td>
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<td>Week 6</td>
<td>7/10</td>
<td>NOLO text chapters 4-7 and 10; SAP text chapter 10; SAMSHA grant packet; Discussion posting; <strong>Feedback forms</strong></td>
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<td>Week 7</td>
<td>7/17</td>
<td><strong>PowerPoint presentation on service learning project due, posted on discussion board, MUST incorporate Logic Model from SAP text chapter 8</strong></td>
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<tr>
<td>Week 8</td>
<td>7/24</td>
<td>NOLO text chapters 11-13; SAP text chapters 7 and 9; Discussion posting; <strong>FINAL PAPERS DUE</strong></td>
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**Questions and Answers: Your community project**

Based on the information that has been provided to you, please answer the following questions and complete the prevention plan for a “community” of your choosing (town, school, college campus, worksite, etc.). Please apply the principles from any information gleaned from the course or the Foundations of Prevention class. These Q&A’s (this is NOT a paper; this is a Q&A listing!) will be the basis for writing your grant which is the capstone project for this course.
1. Define your community. Provide information regarding size, location, environment and other demographic information.

2. One of the steps in a community prevention plan is community mobilization. Please provide a list of task force members, their titles (school teacher, mayor, etc.), and the purpose for including these individuals. Briefly describe how you would go about selecting these individuals and in what capacity they will serve.

3. You and your community prevention task force need to begin gathering information about your community and surrounding area. Briefly describe how the information will be gathered and who will be responsible for the task.

4. Gather information about your community. You may utilize any materials to guide the process. Please reference all materials, sources and sites that you do utilize. Describe the information you have gathered.

5. It is time to determine the program goals for your community. You and your task force should identify at least 5 program goals that could be accomplished over the next 3 years. Remember that goals are long term and broad. Each goal should be written in one statement and based on the information you have gathered.

6. Based on the 5 goals, write at least two objectives for each of the goals. Remember that objectives are short-term, measurable and specific. The objective should contain the condition, the end result and a measure of the result or acceptable level.

7. Based on the goals and objectives describe at least two ways you would evaluate each objective based on the logic model.

8. Based on each of the objectives, describe the target audiences/system that the objective is targeted towards.

9. Based on each of the objectives, list at least one primary activity you would utilize to reach your objective.

10. Based on each of the activities, what types of costs would be involved? Estimate the cost of the activity (this works best if you handwrite costs in RED FONT by each of your goals and steps, AFTER you have completed all the other questions, rather than re-typing all your goals/steps and objectives).

11. Based on each of the activities, what would be the first two steps that you would need to take in order to implement the activity.

12. Based on each of the steps, describe who will be responsible for completing the steps (certain committee members, prevention specialist, etc.).

13. Based on the objectives, what target date would each of your objectives be completed?
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](mailto: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:

- Given a zero for that 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.

**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
E-mail: disabilityservices@usd.edu

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>
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<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 interesting 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>
</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>
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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.
### Discussion evaluation Rubric: A guide to grading your class participation.

<table>
<thead>
<tr>
<th>Contribution</th>
<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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<td></td>
<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 in the material (ongoing)</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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