Welcome
Welcome to ACP 452/552 Alcohol and Drug Counseling Theories online. My name is Mary Rogers and I will be your instructor this semester. Before we get started with the details of the class I want to share important information about this course. This course is not easy—you will be required to be actively engaged each week of the course—if you miss a week in class we miss what you might have provided to all of us in the learning process.

Please Note: It is your responsibility to drop the course if necessary. You are an adult learner and have full responsibility and many choices/options for your learning in higher education. Please make the most of it.

USD University Inclusivity Statement
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Course Description
This course introduces the student to advanced dynamics and theories of psychology with a focus on alcohol and drug counseling.

Prerequisites
ACP 116, 117, 220, 222, or approval from instructor and department chairperson.

Required Textbook and Materials
   ➢ Student Options for purchase or rent: https://www.cengagebrain.com/shop/isbn/9781305263727

Additional materials will be included in Course Content.
Technology Requirements
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document [http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx) in the Getting Started widget on the course homepage. Students must have the ability to submit papers in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS), as the instructor will use the GradeMark feature of Turnitin to provide feedback.

Getting Started
First, you will need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, [http://my.usd.edu](http://my.usd.edu), or directly via [https://d2l.sdbor.edu](https://d2l.sdbor.edu). The course should be listed in under “My Courses.” NOTE: you will not be able to access the course until the official start date. Next, you should familiarize yourself with the CDE Online Orientation, which can be found in the Getting Started widget on the course homepage. It contains important information on accessing USD’s resources online. Once in the course, you should do the following: read through the items in the Getting Started section on the top, left-hand side of the course homepage; and familiarize yourself with the various tools that will be used throughout the semester.

ACP 452/552 D2L Course Orientation
The ACP 452/552 Syllabus details the important requirements and expectations for both undergraduate and graduate students. Detailed information for the entire course is available within the D2L course where students will link to Course Content for weekly lectures, activities, assignments, and instructions for submitting required work. Students will also find reminders/schedules for assignment due dates each week in addition to the Course Schedule and Assignment Due Date document found on the Course Home Page under Getting Started. The course tools we will use include:

- **Content**: where all course materials reside
- **Assessments**: where you will access your Grades and the Dropbox (to submit papers)
- **Communications**: where you will access the Discussions
- **Resources**: where you will find the Class list (which you can use to contact me), the FAQ, etc.
- **Course Mail**: this is located at the very top, right-hand side of the course and will be used for all official correspondence in the course; when you have unread Course Mail a red badge will appear on the email icon.
- **Netiquette Expectations**: Netiquette expectations are found page 6 of the Online Student Handbook [http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx)

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<thead>
<tr>
<th>Course Objectives, Outcomes and Assessments</th>
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<tr>
<td>Objectives and Outcomes</td>
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<tr>
<td>Recognize and understand the multidisciplinary foundation unique to the substance abuse prevention and treatment fields</td>
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<tr>
<td>Identify and describe theory differences and similarities, and explain how to apply theories within the family with addiction issues.</td>
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<tr>
<td>Explore and develop student’s counseling style</td>
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<td>Identify, discuss, and apply theory in a clinical setting</td>
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<td>Conduct of comprehensive self-assessment by each student for integration of theory into practice</td>
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<td>Master course information necessary to successfully complete the theories section of NAADAC/SDCDA examination.</td>
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Instructional Methods and Activities
All Students: Topic overviews, textbook readings, assignments, podcasts, examinations, discussion forums. **Graduate Students**: Research Paper
Course Requirements Overview
Under Course Content, Table of Contents, students will be able to access everything that they need to do to complete all activities and assignments scheduled for the course.

Course Requirements
All students will be assessed in this course according to the following:
- Contributions to online discussions
- Involvement in all class activities
- Successful completion of all assignments
- Attendance: Attendance in this class is an ACP Departmental Policy. Attendance is required and preparation is a crucial component to the learning that will take place in this online class. Grades will be affected by absences.

Statement on Assignment of Grades: Students may expect to receive a grade and comments on their participation and written assignments within one week after due date has expired.

Discussion Forum Posts (200 points)
Each student is required to participate in the discussions. Topics for the discussions have been selected based on the assigned readings. For each discussion, the instructor will take on a different role but typically the instructor will provide the question or topic, direction and redirection as necessary. My expectation is that the group will lead and direct, sharing and supporting each other in scholarly and lively discussions. It is imperative that you have read the material prior to the discussions each week-many of our conversations will consider concepts, theories and personal/professional experiences regarding theory and application. Discussions will be monitored closely-please refrain from presenting your personal experiences regarding substance use/abuse. Please review the Scoring Rubric:

| Discussion Evaluation Rubric: A guide to grading your class participation |
|-----------------------------|---------------------------------|
| **20 points**               | Active 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 |
| **10-15 Points**            | 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 |
| **5-9 Points**              | 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**              | 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 Points**                | 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 |
Learning Goals Papers (40 Points)
The Learning Goal Papers is a method for demonstrating progress on your individualized learning goals.

- The first paper should be one or two pages and it may include a logic model. First step is to select three goals that you wish to focus on. Next, under each goal create one objective and link that objective with at least two activities or action steps that you will implement to be able to show process and progress. That is all that is required for the first Learning Goals Paper.

- Students will check in twice during the semester. The check in process is to write a one page overview telling me about what you have done to date to work toward your goals.

- The Learning Goals Papers was designed to provide students with a way to demonstrate progress on individualized learning goals. This final paper should be two pages and it may include a logic model if you had one in the first paper. In your final report, be sure to analyze your process and progress made using both quantitative (number of things you did or didn’t do) and qualitative (the story behind your success or partial success) measures.

Case Studies (60 Points)
Students will write three separate case studies following the instructions below. Case Studies must address all of the components, and be at least 3-5 pages (double-spaced) with appropriate citations and inclusion of a reference page. The case conceptualization must be theory based and include the following components:

- Basic theoretical philosophy
- Key concepts
- Therapeutic relationship
- Goals of therapy
- Techniques of therapy
- Multicultural factors and diversity issues.

Who is the Client - You are to use yourself as the case study client and use the same presenting problem for all three case studies. Select something fun for your case study, for example you might consider fitness. What is your presenting problem or focus issue - gain weight, train for a marathon, practice meditation?

- Case Study 1-You and Cognitive Behavioral Therapy
- Case Study 2-You and Choice/Reality Therapy
- Case Study 3-You and Family Systems Therapy

Examinations (200 Points)
Two exams will be scheduled during the semester. Exams are available to students at the beginning of the course and will be completed online via D2L - Proctor is not required. Students may expect to receive a grade and comments on examinations within one week of due date.

Evaluation/Grades/Assignments
- Discussion posts (200 points)
- Learning Goals Papers (40 points)
- Case Studies (60 points)
- Examinations (200 points)
- Graduate Students: Research Paper (100 points)

Final Grades: Grades are calculated by point system and not percentages.

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<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tr>
<td>A 475-500</td>
<td>A 575-600</td>
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<tr>
<td>B 449-474</td>
<td>B 549-574</td>
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<tr>
<td>C 423-448</td>
<td>C 523-548</td>
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<tr>
<td>D 397-422</td>
<td>D 497-522</td>
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<td>F Less than 397 or failure to complete all requirements</td>
<td>F Less than 497 or failure to complete all requirements</td>
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Graduate Students Only
Research Paper—All graduate students enrolled in this course are required to complete the research paper.

Research Paper Requirements and Format and Due Dates:

- Minimum 7-10 pages, double-spaced, 12 point font, APA style (Requests for over page limit must be approved; use of a previously submitted paper may be considered if substantial changes will be made to original paper-contact me for more information about this)
- Cover page with your name and title of your paper; Abstract, Research Paper, Reference/Bibliography page, Appendices (if applicable to your paper);
- Note: Cover page, Abstract, Appendices, and Reference page do not count toward the 7-10 page requirements for your paper.
- Due Dates: Research Topic and Literature Review - March 2; First Draft - March 29; Research Paper - April 29

The following information outlines a process by which graduate students should be able to proceed throughout the writing and achieve the outcome of a well-written research paper. Each graduate student will be expected to complete a research paper according to the guidelines outlined as follows:

- Select the topic for research-select any theory, application, treatment modality that is of interest to you. A review of the textbooks and other materials should provide you with the preliminary information you will need to get started on selecting the topic.
- Find the information you need for your research-this will involve spending time conducting a literature review. With this review, you should complete an annotated bibliography to help streamline the process of writing throughout the semester. For this paper, you will need at least 10 scholarly resources (articles from peer-reviewed journals). Assistance with this is available through the USD library-you should never have to pay any fees to access journals for review materials.
- State your thesis/working hypothesis/scientific premise-what is it that you are trying to show as useful or not useful in the context of your research? Staying closely focused on your thesis statement and literature review will almost always guarantee that your writing process will be seamless and will provide research support for your thesis/hypothesis/scientific premise.
- Design a tentative/working outline that incorporates your literature review-all outlines will likely change as you find more materials for your paper. As you design your outline, add the relevant materials (this is where the annotated bibliography helps) so you know where you plan to discuss the literature that applies to each working section of your paper.
- Organize-this includes notes, literature review, annotated bibliography, and the outline. Have everything assembled so that when you write you are not looking for things (cuts down on the frustration!).
- Write the first draft-follow your outline as closely as possible. Use a strategy that works best for you. Make sure that all materials are properly and accurately recorded (for purpose of citations) so that creating the reference page will be easy to complete.
- Read your draft aloud and revise as necessary-as well, proof for spelling and grammar. Double check facts, figures and check for accuracy in citing all references. Become familiar with what PLAGIARISM is and ask questions if you are not clear. Submit your draft to me for review, and take the comments/suggestions into consideration-my intent is to facilitate good writing skills.
- Write your final draft-spend time reading through the paper before you submit. Consider having someone else read your paper. One of the best methods to use is to read your paper backwards, starting from the last paragraph and continuing through to the opening paragraph.
University Policies

USD University Inclusivity Statement
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under the Board of Regents and University policies, 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.

Cheating and Plagiarism
Any cheating or plagiarism necessitates consequential action. The consequences will involve a grade of “zero” or “F” for the work submitted and potential reporting of the incident to the proper campus authorities. Your academic honesty allows for your standard of excellence in achieving the grade you earn or deserve and maintaining the respect of your classmates and professors. Please refer to the Student Conduct Code of the Student Handbook. 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:

- 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

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

Due Dates
In critical situations, or those based on USD’s Excused Absence Policy, students will be allowed to hand in late assignments.

USD Excused Absence Policy
When necessary, make-up of course requirements missed because of student participation in University sanctioned events and activities (i.e. intercollegiate sporting events for team members and band members; required field trips including ROTC field experiences; concerts and associated travel for USD orchestra and similar groups; participation in certain student government activities such as Board of Regents meetings) shall be worked out between the instructor and the student upon the student’s timely initiative. For a University related event, a student must contact his/her instructor at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that the student will
be absent from class. To the extent possible, students should notify the instructor during the first week of the semester of possible missed dates. Instructors are required to allow for such make-up in a timely manner when a student is absent because of participation in events approved by the Vice-President for Academic Affairs. An instructor may have special attendance/requirement policies for particular classes, whenever those policies are not in conflict with the student’s right to makeup missed requirements as described above.

**Retake Policy**
If a critical circumstance causes you to miss more than 30% of the class you may need to retake the class. This will be an ACP Department decision. Students are responsible for any material that is missed due to absences from class.

**Veterans/Active Military**
If you are a veteran or active in the military please contact me to discuss any military responsibilities or concerns that need to be coordinated with your academic responsibilities.

- On Campus Resources
- USD Veteran’s Club vetsclub@usd.edu.
- Student Veterans Services Office: Teresa Hays/ 605-677-5339/ Teresa.hays@usd.edu

**USD Student Counseling Center**, scc@usd.edu, 605-677-5777 is available to all enrolled students in need of support services.