

**COUN 225-79A1-Online:
Addiction Counseling with Groups
Spring 2022: Jan 10-March 4
Chadron State College**



Face coverings continue to be strongly recommended and encouraged at the discretion of each individual for all in-person class meetings.

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

Part 1: Course Information

Instructor Information

Instructor: Jennifer Taylor, LMHP, LADC, LPC

Office: Distance Faculty

Office Phone: 308-360-0680

E-mail: jtaylor@csc.edu

Office Hours: Virtual Office Hours: by appointment via ZOOM video conference

CSC Online Address: (<https://online.csc.edu/>)

Credit hours

3 credit hours (45 contact hours)

Course Description

This course will utilize group and individual activities. A combination of exams, readings, forum discussions, online activities, and assignments will be used to meet course outcomes. **CSC Catalog 2019-2021. Essential Studies SLO #3. Please note this is an 8-week course which will require intensive, daily, active participation.**

Textbook & Course Materials

1. **Corey, Corey, & Corey (2018). Groups: Process and Practice, 10th Edition.** Printed Access Card Options: MindTap ISBN: 9781337111843; MindTap with LooseLeaf ISBN: 9781337550352; Cengage Unlimited 9780357700037. **You do not need to purchase the printed version of this text. Cengage/MindTap provides the eBook integrated into the MindTap program.**
2. **This course will require MindTap from Cengage.** MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for \$119.99 per term, \$179.99 per year or \$239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same.
 - a. In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited for \$7.99 + free shipping. You may also have the option to purchase a loose-leaf version of your textbook, which you can keep. View this [tutorial video](#) to see how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at [cengage.com](https://www.cengage.com).

- b. You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in our class's CSC Online course. Log in to **CSC Online** and click on the link that says **Cengage Learning**. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Sunday, and closes 10 PM Mountain Time, Saturday. The notable exception is the final week of class when all assignments close at 5pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

Course Requirements

Essential Studies Philosophy: Students are members of a broader society dependent on their meaningful contributions for its success. Chadron State College embraces this vision, recognizing the need to serve the region within the context of an increasingly global and more complex world in need of creative solutions to a never-ending supply of challenges and opportunities. The Essential Studies Program at Chadron State provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry.

ESP Student Learning Outcome: COUN 125 satisfies the 3-credit hour requirement Student Learning Outcome (SLO) 3 of the Essential Studies Program: Students will demonstrate communication competence in two or more of the following ways:

1. By making oral presentations with supporting materials,
2. By leading and participating in problem-solving teams,
3. By employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or
4. By employing listening skills.

Requirements of the course are to maintain an online presence in the class through completion of weekly assignments including reflection assignments, class readings, forum postings, and major paper assignments. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:**

<http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - A. A new forum will be available **Sunday through Saturday** of each week. **To receive full points, you must participate with at least 1 original post and 2 replies. I will not grade a post/reply when submitted after the forum closes.**
 - B. You **MUST** read a minimum of 5 of your classmates replies and posts. Points will be subtracted if you read less than 5 posts.

- C. **Each post must be a minimum of 200 words, and each reply must be a minimum of 100 words.** Additional posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSC Online.
 - D. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - E. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is so that we can recognize each other's face. You will not write any posts for this particular forum.
 - F. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **MindTap Activities:** During the duration of this course, the focus of this course is on Diversity. Cengage MindTap will be utilized for this portion of class. Students will have assigned quizzes and activities in their MindTap shell that must be completed each week. Quizzes and activities can be taken an unlimited number of times and until the desired score is reached. For each missed question one point will be deducted from the overall score.
3. **Group Experience & Reflection Papers:** There are 2 group experience reflection papers due through the duration of this course. This assignment requires active attendance in an addiction group counseling meeting. Students are required to attend at least 2 open addiction group meetings (these meetings can be in-person or online). Examples of open group meetings might include Al-Anon, Alateen, Nar-Anon, Narcotics Anonymous, Alcoholics Anonymous, etc. After attendance of each group, students will write a reflection. The reflection should be no less than 2 doubled spaced pages in length, Times New Roman, 12-point font, 1-inch margins. The paper should address the following topics:
- A. Type of Group (group's focus, open/closed, etc.)
 - B. Background of group (research the purpose, founding, general goals, etc.)
 - C. Requirements for membership/attendance
 - D. Stage of group (provide observational evidence of current group stage)
 - E. Structure of meeting
 - F. Professional reflection and observations (connect to key concepts from course readings)

Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities. A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student. ****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	4 X 7 weeks	28
Reading & Interactive Multimedia	5 X 7 weeks	35
Assignments	3 X 7 weeks	21
Weekly Forum Postings and Discussions	4 X 7 weeks	28
Exams	4 X 7 weeks	28
<i>Total</i>	<i>20</i>	<i>140</i>

Part 2: Student Learning Outcomes

	<i>PLADC Student Learning Outcomes</i>	<i>Related Assignment</i>
1	Identify specific theoretical viewpoints of group process and practice. (8 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes
2	Identify and explain development, dynamics, and therapeutic factors of the stages of group process. (7 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes • Group Experiences
3	Identify ethical and cultural strategies for designing and facilitating groups. (6 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes
4	Explore the characteristics and functions of group leaders. (6 hours)	<ul style="list-style-type: none"> • Readings & • MindTap Assignments & Quizzes
5	Identify and evaluate approaches to group formation including recruiting, screening and selecting members. (6 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes
6	Identify and apply principles of group practice and process. (6 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes
7	Explore various types of groups and other considerations that affect conducting groups in various settings. (6 hours)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes
8	Employ a repertoire of communication skills for developing and maintaining professional and personal relationships-Essential Studies (SLO-3)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes • Group Experiences
9	Acquire and employ listening skills-Essential Studies (SLO-3)	<ul style="list-style-type: none"> • Readings • MindTap Assignments & Quizzes • Group Experiences

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

You will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course. Grades will be based on a weighted scale determined by the following percentages:

<i>Assignment</i>	<i>Percentage of Course Grade</i>
Group Experiences & Reflection Papers	35
MindTap Assignments	25
MindTap Quizzes	20
Forums	20
Total	100

<i>Letter Grade</i>	<i>Point Percentage</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades in CSC Online: I will update grades in **Cengage MindTap** each time a grading session has been completed—typically within 1-week following the completion of an activity.

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit

is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request,

CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Instructional Accommodations Policy

If a student must be away from campus for more than a single class period due to circumstances outside their control, they should contact the Dean of Student Affairs, Jon Hansen, at 308.432.6231 or by email at jhansen@csc.edu. Based on approval, the Dean of Student Affairs will notify appropriate CSC personnel. Once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. In order to receive similar accommodations, students absent to attend athletic, academic, or cocurricular events or activities approved by Chadron State College must communicate with individual faculty in advance. (All relevant NCAA regulations apply.) These potential accommodations shall not be provided to students who miss instructional time for elective reasons.

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Part 5: Course Schedule & Assignment Rubrics

Course Schedule

Week	Dates	Chapters	Assignments
1	Jan 10-15	1	<ul style="list-style-type: none"> • Read Corey, Ch 1 • MindTap assignments & quizzes • CSC Online Forum 1-Introduction
2	Jan 16-22	2	<ul style="list-style-type: none"> • Read Corey, Ch 2 • MindTap assignments & quizzes • CSC Online Forum 2
3	Jan 23-29	3 & 4	<ul style="list-style-type: none"> • Read Corey, Ch 3 & 4 • MindTap assignments & quizzes • CSC Online Forum 3
4	Jan 30-Feb 5	5	<ul style="list-style-type: none"> • Read Corey, Ch 5 • MindTap assignments & quizzes • CSC Online Forum 4
5	Feb 6-12	6 & 7	<ul style="list-style-type: none"> • Read Corey, Ch 6 & 7 • MindTap assignments & quizzes • CSC Online Forum 5
6	Feb 13-19	8	<ul style="list-style-type: none"> • Read Corey, Ch 8 • MindTap assignments & quizzes • CSC Online Forum 6
7	Feb 20-26	9 & 10	<ul style="list-style-type: none"> • Read Corey, Ch 9 & 10 • MindTap assignments & quizzes • CSC Online Forum 7
8	Feb 27-March 4	11	<ul style="list-style-type: none"> • Read Corey, Ch 11 • MindTap assignments & quizzes • Group Experiences due March 1

Rubrics

This course works well when everyone is involved in discussing the material. Your **participation** throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. To be clear, to earn full points each week you must at a minimum participate:

1. Enter an original post that meets minimum word-count of 200 words,
2. Enter a reply to two fellow classmates that meets minimum word-count of 100 words,
3. Read at least 5 of your other classmates' entries.

4 Points: Have met ALL minimum expectations:

Students earning 4-points for discussion activities have participated with at least 1 post and 2 replies, met the minimum word count requirements (**each post must be a minimum of 200 words, and each reply must be a minimum of 100 words**), read a minimum of 5 of your classmates entries, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications
- provide outside resources supporting your ideas.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

3 Points: Have met 3, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

2 points: Have met 2, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

1 Point: Have met 1, but not all of the following expectations:

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- meet the minimum word count requirements.

- read at least 5 other classmates' entries.

Zero points: Below Expectations

Students earning zero points for discussion activities have not participated or have posted information that was below expectations.