

**COUN 532-79A1-Online  
Treatment Issues in Addictions  
Spring 2022, January 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**

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#### **Instructor**

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**Instructor:** Dr. Kathleen Woods

**Office:** Old Admin, 116

**Office Phone:** 308.432.6239

**GOOGLE Voice Phone or Text:** 307.439.4116

**e-mail:** [kwoods@csc.edu](mailto:kwoods@csc.edu)

**Office Hours:** Monday 10:00-12:00 pm | Tuesday 10:00-11:00 am | Wednesday 10:00-12:00 pm | Thursday 10:00-11:00 am; Virtual by appointment via ZOOM video conference.

**CSC Online:** <https://online.csc.edu>

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#### **Credit Hours**

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**3 credit hours**

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#### **Course Description**

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Substance abuse issues explored in a variety of counseling settings.

Requirements: None. Prerequisites: None. (CSC Graduate Catalog, 2019-2021).

**\*This is an 8-week course. Course content is condensed requiring more intensive weekly engagement.**

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#### **Textbook & Course Materials**

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Required Text(s)

1. **van Wormer, K., & Davis, D. R. (2018) Addiction Treatment (4th Ed.). Cengage.** ISBN: 9781337284073 \*ISBN is for digital platform MindTap Access with integrated e-book.
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 looseleaf 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](http://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.

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### Method(s) of Instruction

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Course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students): A completed, approved, e-portfolio is a requirement for graduation. It is a [visual showcase](#) of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. **For this course, your portfolio must include a copy your Abstinence Assignment Summary Paper.**

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### Course Requirements

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It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

1. **Forums:** Weeks 1, 2, 7 & 8 you will have 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 weeks 1, 2, 7 & 8. To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.
  - b. You **MUST** read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.

- c. Each post must be a minimum of 250 words, and each reply must be a minimum of 200 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 to 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. **Syllabus Quiz:** You will complete the Syllabus Quiz the first week of class. It is found in your Week One Lesson in CSC Online.
  3. **MindTap Assignments** are found in Cengage MindTap accessed from your CSC Online course page. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr>.
  4. **MindTap Exams:** You will complete chapter exams in MindTap, The Syllabus Quiz will be completed in your CSC Online course, found in the Texts and Quizzes tab in the left-hand menu.
  5. **Abstinence Exercise:** This assignment is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. You will abstain from a substance (e.g., nicotine, caffeine, sugar, or alcohol) or behavior (e.g., social media, playing video/computer games, procrastination, watching television) for a period of 4 weeks. For those of you who have difficulty identifying a substance or behavior, please contact me to discuss what might be a challenge for you to give up.
  6. **Letter to my Substance/Behavior:** Due before the abstinence period begins. You will write a 2-page letter to the substance or behavior from which you are abstaining. Write the letter in the first person (e.g., "caffeine, you have always been there for me in the morning...") cover the following 5 areas:
    - a. How my addictive substance/behavior is loved and is considered a friend;
    - b. How my addictive substance/behavior is sensual (appeals to my senses);
    - c. How my addictive substance/behavior provides healing to my emotional wounds;
    - d. How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment;

- e. How my addictive substance/behavior is hated – what it has cost me.
7. **Abstinence Blogs:** Weekly blogs (found in your Forums tool) will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). This portion of the assignment is to mimic a support group experience and requires you to write a weekly original blog and weekly comment to a classmates blog.
- You must write one original Blog for each of the 4-weeks you are engaged in the abstinence exercise. Each blog must be a minimum of 250 words to receive credit and is due Midnight Wednesday.
  - You must write two replies on a minimum of two classmate’s blog (who has not yet received a comment) for each of the 4-weeks you are engaged in the abstinence exercise. Each reply must be a minimum of 200 words to receive credit and due Midnight Saturday.
  - You MUST read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
  - I will not accept late blogs.
8. **Abstinence Exercise Summary paper** (key assignment for your Counseling e-Portfolio).
- You will write a minimum four-page paper describing the abstinence experience (e.g., chosen abstinence substance or behavior, did you succeed or fail, what influenced you, what was the process like for you, etc.).
  - You must include three academic resources to support the discussion of your abstinence experience. Thus, you will have a minimum of 3 references.
  - APA formatting and submission in PDF formatting is required.
  - Submit your paper to the Assignment section of the CSC Online course site. Please be aware that your paper will be reviewed using Turnitin for originality.

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#### Nebraska State College Board Policy 4141

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For a 1-credit hour 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. Since COUN 637: Advanced Human Development is a 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.

Learning Activity	Hours Per Week	Total for Course
Direct Online Instruction	4 X 8 weeks	32
Reading & Interactive Multimedia	4 X 8 weeks	32
Assignments	2 X 8 weeks	16
Weekly Forum Postings and Discussions	4 X 8 weeks	32
Exams	4 X 8 weeks	32
<b>Total</b>	<b>18</b>	<b>144</b>

The 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.

## Part 2: Student Learning Outcomes

### Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes*:

**Visionary Leader Model Components:** Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.

**InTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACREP/ PLADC	COUN SLO	Related Assign/Assessment
1	Identify theories and etiology of addictions and addictive behaviors	2.F.3.d/ PLADC 7hrs	5 & 9	Readings & Exams: <ul style="list-style-type: none"> <li>• Ch 1: The Nature of Addiction</li> <li>• Ch 2: Historical Perspectives</li> <li>• Ch 5: Gambling, Eating Disorders, Shopping, and Other Behavioral Addictions.</li> <li>• Ch 8 - Strengths and Evidence Helping Strategies.</li> <li>• Abstinence Exercise</li> </ul>
2	Identify neurobiological and medical foundation and etiology of addiction and co-occurring disorders	5.C.1.d	5 & 9	Readings & Exams: <ul style="list-style-type: none"> <li>• Ch 3 - Substance Misuse, Dependence, and the Body.</li> </ul>
3	Recognize the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	5.C.2.e/ PLADC 5hrs	5 & 9	Readings & Exam: <ul style="list-style-type: none"> <li>• Ch 4 - Substance Misuse with a Co-Occurring Mental Disorder or Disability</li> </ul>

4	Identify the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5.C.2.h	5 & 9	Readings & Exams: <ul style="list-style-type: none"> <li>Ch 3 - Substance Misuse, Dependence, and the Body.</li> <li><a href="https://www.drugabuse.gov/drugs-abuse/prescription-medicines">https://www.drugabuse.gov/drugs-abuse/prescription-medicines</a></li> </ul>
5	Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.	PLADC 5 hrs	2	Readings & Exams: <ul style="list-style-type: none"> <li>Ch 6 - Addiction Across the Life Span</li> <li>Ch 10-Family Risks and Resiliencies</li> </ul>
6	Recognize the use of assessments for diagnostic and intervention planning purposes.	PLADC 6 hrs	7 & 9	Readings & Exams: <ul style="list-style-type: none"> <li>Ch 7 - Screening and Assessment</li> </ul>
7	Recognize the impact of denial, resistance, minimization and other such factors related to chemical dependency treatment.	PLADC 5 hrs	5 & 9	Readings & Exam: <ul style="list-style-type: none"> <li>Ch 4 - Substance Misuse with a Co-Occurring Mental Disorder or Disability</li> </ul>
8	Recognize the impact of family dynamics and family systems on the recovery process.	PLADC 5 hrs	5	Readings & Exams: <ul style="list-style-type: none"> <li>Ch 10-Family Risks and Resiliencies</li> </ul>
9	Recognize the influence of spirituality and self-help groups in recovery.	PLADC 6 hrs	2 & 6	Readings & Exam: <ul style="list-style-type: none"> <li>Ch 9-Mutual Help Groups and Spiritual/ Religious Resources</li> </ul>
10	Recognize the individual's substance treatment needs and intervention strategies related to varying gender, cultural, and lifestyle needs.	PLADC 6 hrs	2 & 5	Readings & Exams: <ul style="list-style-type: none"> <li>Ch 11 - Ethnicity, culture and the Socioeconomic Determinants of Addiction</li> <li>Ch 12 - Gender, Sexual, and Sexual Orientation Differences</li> </ul>

### Part 3: Grading Policy

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#### Graded Course Activities and Letter Grade Assignment

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As graduate students, 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.

**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 me 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 I have graded assignments.

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

Assignments	Grading Opportunities	Percentage Breakdown
Discussion Forums	4	16%
Letter to my Substance	1	10%
Abstinence Blog Entries	4	16%
Abstinence Summary Paper	1	20%
MindTap Assignments	10	23%
MindTap Exams & Syllabus Quiz	9	15%
Total		100%

Grades will be based on a weighted scale and final grades are determined by the following percentages:

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

## 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:
  - a. Submitting an assignment that someone else has written and claiming the work as one’s own.
  - b. 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.
  - c. 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.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- 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>)

**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>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student’s responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of



transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance should you if you have any additional technical questions.

3. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

**Dispositional Standards:** Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

**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. Please contact me via [kwoods@csc.edu](mailto:kwoods@csc.edu) for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Clearly label posts and emails with a relevant subject heading.
2. Use complete sentences and Standard English grammar. Write in proper paragraphs.
3. **Always remember when emailing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case.
4. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message.
5. **Check your official CSC Eagle email account daily** as all campus communications are sent to your Eagle mail.
6. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
7. Forward emails only with a writer's permission.

8. Be considerate of others' feelings and use language carefully.
9. Cite all quotations, references, and sources.
10. 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.

**Writing Style Requirements for All Papers:**

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:
  - <http://www.monash.edu.au/lis/lonline/writing/general/academic/3.xml>
  - <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
  - [http://prezi.com/ldo1lwx-e\\_wk/graduate-level-writing-tips/](http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/)

**Cengage MindTap Tips and Technical Assistance:**

Should you have need technical assistance with Cengage MindTap, please consider the following tips:

- **Pop-Up Blocker and System Help:**  
\*\*\*If you click to open a MindTap activity, and nothing happens, you probably have your pop-up blocker enabled. You will be required to ENABLE POP-UPS in order to access MindTap activities.
- **Click Here to check your pop-up blocker status.** This will check to see if your browser and programs are up-to-date as well as looking to see if your pop-ups are disabled. A red "!" means it needs corrected: <http://ng.cengage.com/static/browsercheck/>
- **Click Here for instructions to allow pop-ups:** Instructions are available for any type of browser you are using. Please do not use Internet Explorer when accessing MindTap. <http://www.wikihow.com/Disable-Popup-Blockers>
- **Other Important Tips:** Please DO NOT use Internet Explorer as your browser. Google Chrome and Firefox works best. Internet Explorer does not function well with MindTap.

- **Need assistance navigating MindTap?** Here is a link to a MindTap user guide. This will help you learn to navigate MindTap, complete assignments and access additional supplements and study tools: [http://assets.cengage.com/pdf/gui\\_mt-lms-stu-brief-user-guide.pdf](http://assets.cengage.com/pdf/gui_mt-lms-stu-brief-user-guide.pdf)
- **Download the MindTap Mobile App!** For 24/7 access to the full eBook, study tools and to stay connected with your assignment due-dates! <http://solutions.cengage.com/mindtapmobileapp/>
- **Having Issues and Need further assistance?** Go to <http://support.cengage.com> to open a ticket and talk to someone live that can help! This is helpful for both registration and purchase questions as well as any technical issues you may have

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### **Equal Education Opportunity Policy/Nondiscrimination Policy**

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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](mailto: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](mailto: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.

### ***Additional Recommended Reading and References:***

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#### **Disclaimer**

This syllabus and schedule is 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.

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#### **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**

Week	Dates	Chapters	Assignments
1	Jan 10-16	1	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• Forum 1: Introduce Yourself—CSC Online</li> <li>• Syllabus Quiz</li> <li>• Register for Cengage/MindTap</li> </ul>
2	Jan 17-23	2 & 3	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• Forum 2- Moderate drinking—CSC Online</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Letter to my Substance/Behavior</b></li> </ul>
3	Jan 24-30	4 & 5	<ul style="list-style-type: none"> <li>• <b>Begin Abstinence Exercise-Jan 24</b></li> <li>• Reading-van Wormer</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Weekly Blog Assignment #1</b></li> </ul>

Week	Dates	Chapters	Assignments
4	Jan 31-Feb 6	6 & 7	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Weekly Blog Assignment #2</b></li> </ul>
5	Feb 7-13	8 & 9	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Weekly Blog Assignment #3</b></li> </ul>
6	Feb 14-20	10 & 11	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Weekly Blog Assignment #4</b></li> </ul>
7	Feb 21-27	12	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• Forum 3-Homophobia—CSC Online</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> </ul>
8	Feb 28-Mar 4	13	<ul style="list-style-type: none"> <li>• Reading-van Wormer</li> <li>• Forum 4-Social Control—CSC Online</li> <li>• MindTap polls, reading, practice exercises, quizzes</li> <li>• <b>Abstinence Exercise Summary Paper Due 11:55 PM MTN, March 1.</b></li> </ul>

### Assignment Instructions/Rubrics

#### Abstinence Exercise-Rubric

	Below Average	Average	Above Average
Covered Content	Demonstrates moderate degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. One or no resources.	Demonstrates considerable ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Two resources.	Demonstrates unusual degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Three resources.
Reflection	Student has an emerging awareness of his/her own thinking: provides confusing, little, or no report of the thinking one might use to solve a problem or complete a task; falters in his or her explanation of how the new information will influence their practice.	Student is somewhat aware of his or her own thinking: provides a vague or incomplete description of how one might think through a task or problem. Provides only a few ideas about how the new information could influence his or her performance.	Explains in detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.
Development & Support	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident

Conventions	Paragraphing may be irregular. Errors in grammar, usage, punctuation, and spelling may distract the reader. Does not follow APA guidelines.	Paragraphing is generally successful. A few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- Does not distract the reader. Attempts APA guidelines.	Paragraphing is sound. Grammar, usage, spelling and punctuation are mostly correct. Conventions—especially grammar and spelling—may be manipulated for stylistic effect. APA guidelines followed.
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### Discussion Forum-Rubric:

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- 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, as well as total number of days you post in the forum, 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. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries, but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:
  - Day 1-enter an original post that meets minimum word-count of 250 words,
  - Day 2-enter a reply that meets minimum word-count of 200 words,
  - Day 3-enter a reply that meets minimum word-count of 200 words,
  - Read at least 50% of classmates entries.
  - **4 Points—Have met ALL minimum expectations:**Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a minimum of 50% 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.
      - posted a minimum of 3 days over the week, meeting word counts.
      - meet the minimum word count requirements.
      - read at least 50% of 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.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of 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.
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read at least 50% of 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
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read at least 50% of classmates entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.