***Campbellsville University***

***School of Education***

 **G2 2-16**

**SGC 530-01 Counseling Students Impacted by Substance Abuse**

**Instructor:** Dr. Lisa Allen

**Office Phone**: (270) 789-5506

**Office Hours:** Mondays 8:00-Noon; Tuesday-Fridays 8:00-5:00

**Cell Phone:** (502) 507-1523 \*No calls after 9:00 pm

**Email:** lsallen@campbellsville.edu \*All emails responded to within 24 hours of receipt

*Campus Security numbers: Office* ***(270) 789-5556,*** *Cell* ***(270) 403-3611***

# “Empowerment for Learning”



**Textbook**: Stevens, P. & Smith, R. (2013). *Substance Abuse Counseling: Theory and Practice*. Upper

 Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**: This course focuses on approaches in recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs. Candidates will learn about school and community resources that are developmentally appropriate for children and adolescents living in homes where substance abuse occurs. They will learn when and where to refer students who need intervention for substance abuse and addiction. They will also investigate education and prevention programs and resources.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky Standards for Guidance Counselor Programs** | **Kentucky Guidance Counselor Program and Objectives** | **CU Diversity Proficiencies** | **InTASC** | **ILA Standards** | **Technology****(TSSA)** | **CACREP Common Core Curricular Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** | **CAEP Standards for Advanced Programs** | **ISSLC** |
| Class Participation80 pts.Obj. 1, 2, 3, 4, 5, 6, 7 | C.2.h | 3.c, 5.d | C.2.c, 3.c | 9(b), 9(d), 9(e), 10(a), 10(b), 10(f), 10(i) | 4 | I D, II D, II E, III A, III B, III C, III D, VI B | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 4 B, C, D, 5 C, D, E, 6 A |
| Substance Abuse Research and Reflection Paper 100 pts.Obj. 2, 5, 7  | C.2.h | 3.c, 5.d | C.2.c, 3.c | 1(c), 3(a), 3(f), 9(d), 10(b), 10(e), 10(f), 10(h) | 4 | II C,VI C | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 3 C, 4 B, C, D, 5 B, C, D, E, 6 A, C |
| My Counseling Lab Activities100 pts.Obj: 2, 3, 5, 6, 7 | C.2.h | 3.c, 5.d | C.2.c, 3.c | 3(a), 10(d) | 4 | I D, II D | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G. 2 | A.1.1, A.1.2 | 3 C, 5 B, C, D, E |
| Weekly Quizzes80 pts.Obj: 1, 2, 3, 4, 5, 6, 7  | C.2.h | 3.c, 5.d | C.2.c, 3.c | 1(c), 3(a), 8(a), 10(b), 10(e) | 4 | I D, II D, III D | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1,A.1.2 | 3 C, 4 B, C, D, 5 B, D, 6 A |
| Field Experiences100 pts.Obj: 2, 3, 4, 6, 7  | C.2.h | 3.c, 5.d | C.2.c, 3.c | 2(d), 5(d), 9(d), 9(e), 9(f), 10(e) | 4 | V B | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2, A.2.1, A.2.2 | 2 A, 4 B, D, 5 B, C, D |
| Discussion Forums 80 pts.Obj:1, 2, 3, 4, 5, 6, 7  | C.2.h | 3.c, 5.d | C.2.c, 3.c | 9(b), 9(d), 9(e), 10(a), 10(b), 10(f), 10(i),  | 4 | I D, II D, II E, III A, III B, III C, III D, VI B  | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 4 B, C, D, 5 c, D, E, 6 A |
| Substance Abuse Journal Review50 pts.Obj: 2, 3, 4, 5, 7 | C.2.h | 3.c, 5.d | C.2.c, 3.c | 10 (h) | 4 | II A, D, E, III D | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 2 F, 6 C |
| History of Substance Abuse in the US Timeline50 pts.Obj: 1  | C.2.h | 3.c, 5.d | C.2.c, 3.c |  | 4 | III A, D | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 4 A, D, 5 D, 6 C |
| Annotated Biblio.45 pts.Obj: 2, 4 | C.2.h | 3.c, 5.d | 3.3 | 10 (h) | 4 | III A, D | Human Growth and Develop. a, b, c, d, f, gHelping Relation.3 | Assessment G.1, 2 | A.1.1, A.1.2 | 5 D, E, 6 C |

 **Kentucky Standards for Guidance Counselor Programs Addressed:**

 C.2.h. approaches to recognizing and assisting children and adolescents who may use

 alcohol or other drugs or who may reside in a home where substance abuse

 occurs.

 **Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

 3.c. human behavior including an understanding of developmental crises, disability,

 exceptional behavior, addictive behavior, psychopathology, and situational and

 environmental factors that affect both normal and abnormal behavior;

 5.d. a systems perspective that provides an understanding of family and other systems

 theories and major models of family and related interventions. Students will be

 exposed to a rationale for selecting family and other systems theories as

 appropriate modalities for family assessment and counseling.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

C.2.c. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.

3.c. Understands human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 5 Application of Content

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 4 Diversity

 **Council for Accreditation of Educator Programs (CAEP) Standards for Advanced Programs**

 Standard A.1.1 Candidate Knowledge, Skills, and Professional Dispositions

 Standard A.1.2 Professional Responsibilities

Standard A.2.1 Partnerships for Clinical Preparation

Standard A.2.2 Clinical Experiences

 **Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

Human Growth and Development

a. theories of individual and family development and transitions across the life

 span;

 b. theories of learning and personality development, including current

 understandings about neurobiological behavior;

 c. effects of crises, disasters, and other trauma-causing events on persons

 of all ages;

 d. theories and models of individual, cultural, couple, family, and community

 resilience;

 f. human behavior, including an understanding of developmental crises,

 disability, psychopathology, and situational and environmental factors that

 affect both normal and abnormal behavior;

 g. theories and etiology of addictions and addictive behaviors, including

 strategies for prevention, intervention, and treatment.

 Helping Relationships

 3. a systems perspective that provides an understanding of family and other

 systems theories and major models of family and related interventions.

 **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**

 **School Counselor Professional Knowledge, Skills, and Practices Addressed:**

 Assessment

 G.1. Understands the influence of multiple factors (e.g., abuse, violence,

 eating disorders, attention deficit hyperactivity disorder, childhood

 depression) that may affect the personal, social, and academic

 functioning of students.

 2. Knows the signs and symptoms of substance abuse in children and

 adolescents, as well as the signs and symptoms of living in a home

 where substance abuse occurs.

 **Technology Standards for School Administrators (TSSA)**

Standard I. Leadership and Vision

 Standard II. Learning and Teaching

 Standard III. Productivity and Professional Practice

 Standard V. Assessment and Evaluation

 Standard VI. Social, Legal, and Ethical Issues

 **Educational Policy Standards (ISLLC)**

Standard 2. Developing a school culture and instructional program conducive to student learning and staff professional growth;

 Standard 3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

 Standard 4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

 Standard 5. Acting with integrity, fairness, and in an ethical manner; and

 Standard 6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

1. Candidates will outline the history of mind altering substances that are used and abused in the United States and will describe the societal costs of use, abuse, and dependency on substances. (Class Participation, Weekly Quizzes, Discussion Forums, History of Substance Abuse in the US Timeline)

2. Candidates will discuss the ethical and legal responsibilities they have to students and families impacted by substance abuse including but not limited to informed consent, confidentiality, FERPA, IDEA, and 504. (Class Participation, Substance Abuse Research and Reflection Paper, My Counseling Lab Activities, Weekly Quizzes, Field Experiences, Discussion Forums, Substance Abuse Journal Review, Annotated Bibliography)

3. Candidates will identify the major substances abused by children and adolescents and will describe both the immediate and long term impact these substances have on the developing brain and body. (Class Participation, My Counseling Lab Activities, Weekly Quizzes, Field Experience, Discussion Forums, Substance Abuse Journal Review)

4. Candidates will analyze the etiology of substance abuse and will explain recovery and retaining sobriety in relation to individual theories. (Class Participation, Weekly Quizzes, Field Experiences, Discussion Forums, Substance Abuse Journal Review, Annotated Bibliography)

5. Candidates will explain issues and consequences involved in assessing and diagnosing substance abuse in students and will discuss the school counselor’s role in the process. (Class Participation, Substance Abuse Research and Reflection Paper, My Counseling Lab Activities, Weekly Quizzes, Discussion Forums, Substance Abuse Journal Review)

6. Candidates will identify different treatment settings and will outline the steps in treatment planning for children and adolescents with substance abuse issues. (Class Participation, My Counseling Lab Activities, Weekly Quizzes, Field Experiences, Discussion Forums)

7. Candidates will discuss different strategies utilized in individual, group, and family treatment of substance abuse and will appraise when and how to refer children and adolescents and families for different types of services. (Class Participation, Substance Abuse Research and Reflection Paper, My Counseling Lab Activities, Weekly Quizzes, Field Experiences, Discussion Forums, Substance Abuse Journal Review)

**COURSE TASKS/Requirements:**

**Participation (80 pts.)** Students will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments(KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 1.2, 3.3; InTASC 9(b), 9(d), 9(e), 10(a), 10(b), 10(f), 10(i); ILA 4; TSSA I D, II D, II E, III A, III B, III C, III D, VI B; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 4 B, C, D, 5 C, D, E, 6 A)

**Field Experiences (100 pts.)** Candidates will log 15 hours in attending meetings for people recovering from addiction/dependency on substances and/or the family members of people suffering from addiction/dependency on substances (e.g. Alcoholics Anonymous, Narcotics Anonymous, Celebrate Recovery, Al-Anon, etc.) Candidates will write a reflection about their experiences. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 3.3; InTASC 2 (d), 5(d), 9(d), 9(e), 9(f), 10(e); ILA 4; TSSA V B; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2, A.2.1, A.2.2; ISSLC 2 A, 4 B, D, 5 B, C, D,)

**Substance Abuse Research and Reflection Paper (100 pts.)** Candidates will review literature regarding substance abuse and the impact it has on the family as a whole and the on the physical, emotional, and social development of children and adolescents and will reflect on the implications for their practice. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 1.2, 3.3; InTASC 1(c), 3(a), 3 (f), 9(d), 10(b), 10(e), 10(f), 10(h); ILA 4; TSSA II C, VI C; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 3 C, 4 B, C, D, 5 B, C, D, E, 6 A, C)

**My Counseling Lab Activities (100 pts.)** Candidates will practice skills through video and case-based assignments and activities. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 1.2, 3.3; InTASC 3(a), 10(d); ILA 4; TSSA I D, II D; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 3 C, 5 B, C, D, E,)

**Weekly Quizzes (80 pts.)** Students will take weekly quizzes based on the assigned readings for the course. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 1.2, 3.3; InTASC 1(c), 3(a), 8(a), 10(b), 10(e); ILA 4; TSSA I D, II D, III D, CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 3 C, 4 B, C, D, 5 B, D, 6 A)

**Discussion Forums (80 points):** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.** (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 3.3; InTASC 9(b), 9(d), 9(e), 10(a), 10(b), 10(f), 10(i); ILA 4; TSSA I D, II D, II E, III A, III B, III C, III D, VI B; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 4 B, C, D, 5 C, D, E, 6 A)

**Substance Abuse Journal Review (50 pts.)**  Candidates will compare substance abuse journals (minimum 3; both refereed and non-refereed) and write a 3-4 page review. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 3.3; InTASC 10(h); ILA 4; TSSA II A, II D, II E, III D; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 2(f), 6 C)

**History of Substance Abuse in the US Timeline (50 pts.)**  Candidates will review “The History of Substance:  No Wonder We Use” p. 4-13 and “Societal Costs of ATOD Use, Abuse, & Dependency” p. 13-17 and create a timeline that demonstrates the history, use, impact, and current statistical trends of each substance identified. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 3.3; ILA 4; TSSA III A, III D; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 4 A, D, 5 D, E, 6 C)

**Annotated Bibliography (45 pts.)** Candidates will research the prevalence of drug and alcohol abuse/dependence and family violence, including child abuse/neglect and domestic abuse.  Document a minimum of 10 journal articles (published within the past 10 years) and 5 websites.  Write a paragraph about each that highlights significant findings or summarizes the information.  Use APA 6th edition style and formatting. (KSG C.2.h; KGCP 3.c, 5.d; KTS Diversity 3.3; InTASC 10(h); ILA 4; TSSA III A, III D; CACREP CCC Human Growth and Development a, b, c, d, f, g, Helping Relationships 3, CACREP SCPKSP Assessment G.1, 2; CAEP A.1.1, A.1.2; ISSLC 5 D, E, 6 C)

 **EVALUATION Process and expectations:** Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

 **GRADING SCALE:** A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

 **RUBRICS:**

**Discussion Forums**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria:

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment****KSG C.2.h; KGCP 3.c, 5.d; InTASC 9(b), 9 (d), 9(e), 10(a), 10 (b), 10(f), 10(i)** | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support****KSG C.2.h; KGCP 3.c, 5.d; InTASC 9(b), 9 (d), 9(e), 10(a), 10 (b), 10(f), 10(i)** | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections****KSG C.2.h; KGCP 3.c, 5.d; InTASC 9(b), 9 (d), 9(e), 10(a), 10 (b), 10(f), 10(i)** | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment****KSG C.2.h; KGCP 3.c, 5.d; InTASC 9(b), 9 (d), 9(e), 10(a), 10 (b), 10(f), 10(i)** | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**MyCounselingLab Activities**

**Scoring Guide**

**100 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-89** | **70-79** | **Below 70** |
| **General Assignment****KSG C.2.h; KGCP 3.c, 5.d; InTASC 3(a), 10(d); CAEP A.1.1, A.1.2** | **All questions** in the lab are **fully** answered. | **All questions** in the lab are **answered.** | **Most questions** in the lab are **answered.** | **Few questions** in the lab are **answered.** |
| **Support****KSG C.2.h; KGCP 3.c, 5.d; InTASC 3(a), 10(d); CAEP A.1.1, A.1.2** | Arguments and/or statements are **logical and supported** by information from the **text.**  | Arguments and/or statements are **logical** but made with **little or loose support** from the text. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is one day late. | Assignment is two days late. | Assignment is more than two days late. |

**Field Experience Reflection**

 **Scoring Guide**

**100 pts.**

Candidates will log 15 hours in attending meetings for people recovering from addiction/dependency on substances and/or the family members of people suffering from addiction/dependency on substances (e.g. Alcoholics Anonymous, Narcotics Anonymous, Celebrate Recovery, Al-Anon, etc.) Candidates will write a reflection about their experiences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment****KSG C.2.h; KGCP 3.c, 5.d; InTASC 2(d), 5(d), 9(d), 9(e), 9(f), 10(e); CAEP A.1.1, A.1.2, A.2.1, A.2.2** | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience.  |
| **General Assignment****KSG C.2.h; KGCP 3.c, 5.d; InTASC 2(d), 5(d), 9(d), 9(e), 9(f), 10(e); CAEP A.1.1, A.1.2, A.2.1, A.2.2** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Three or more full pages of content | Two to three full pages of content | One to two full pages of content | Less than one full page of content |
| **Support****KSG C.2.h; KGCP 3.c, 5.d; InTASC 2(d), 5(d), 9(d), 9(e), 9(f), 10(e); CAEP A.1.1, A.1.2, A.2.1, A.2.2** | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections****KSG C.2.h; KGCP 3.c, 5.d; InTASC 2(d), 5(d), 9(d), 9(e), 9(f), 10(e); CAEP A.1.1, A.1.2, A.2.1, A.2.2** | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**BIBLIOGRAPHY:**

Abraham, A., Andrews, C., Grogan, C., Pollack, H., D’Aunno, T., Humphreys, K., & Friedman, P. (2017).

 The Affordable Care Act transformation of substance use disorder treatment. *American Journal*

 *of Public Health*, 107(1), 31-32.

Becker, S. (2013). Adolescent substance abuse: National trends, consequences, and promising

 treatments. *Brown University Child and Adolescent Behavior Letter*, 29(5), 1-7.

Brewster, K. & Tilman, K. (2012). Sexual orientation and substance use among adolescents and

 Young adults. *American Journal of Public Health*, 102(6), 1168-1176.

Burrow-Sanchez, J. & Lopez, A. (2009). Identifying substance abuse issues in high schools: A

 national survey of high school counselors. *Journal of Counseling & Development*, 87(1),

 72-79.

Burrow-Sanchez, J., Lopez, A., & Slagle, C. (2008). Perceived competence in addressing

 student substance abuse: A national survey of middle school counselors. *Journal of*

 *School Health*, 78(5), 280-286.

Chandler, N., Balkin, R., & Perepiczka, M. (2011). Perceived self-efficacy of licensed

 counselors to provide substance abuse counseling. *Journal of Addictions & Offender*

 *Counseling*, 32(1/2), 29-42.

Cottler, L., Hui, H., Smallwood, B., Anthony, J., Li-Tzy, W., & Eaton, W. (2016). Nonmedical opiod

 pain relievers and all-cause mortality: A 27-year follow-up from the epidemiologic catchment

 area study. *American Journal of Public Health*, 106(3), 509-516.

Curtis, J. & Greenburg, M. (2008). Screening for drugs of abuse: Hair as an alternative matrix: a

 review for the medical toxicologist. *Clinical Toxicology*, 46(1), 22-34.

Gogel, L., Cavaleri, M., Gardin, J., & Wisdom, J. (2011). Retention and ongoing participation

 in residential substance abuse treatment: Perspectives from adolescents, parents, and

 staff on the treatment process. *Journal of Behavioral Health Services and Research*,

 38(4), 488-496.

Herzberg, D., Guarino, H., Mateu-Gelabert, P., & Bennett, A. (2016). Recurring epidemics of

 pharmaceutical drug abuse in America: Time for an all-drug strategy. *American Journal*

 *of Public Health,* 106(3), 408-410.

Kaigang, L., Simons-Morton, B., & Hingson, R. (2013). Impaired-driving prevalence among

 US high school students: Associations with substance use and risky driving behaviors.

 *American Journal of Public Health*, 103(11), 71-77.

Kakade, M., Duarte, C., Liu, X., Fuller, C., Drucker, E., Hoven, C., Fan, B., & Wu, P. (2012).

 adolescent substance use and other illegal behaviors and racial disparities in criminal

 justice system involvement: Findings from a US national survey*. American Journal of*

 *Public Health*, 102(7), 1307-1310.

Keyes, K., Cerda, M., Brady, J., Havens, J., & Galea, S. (2014). Understanding the rural-urban

 differences in nonmedical prescription opioid use and abuse in the United States.

 *American Journal of Public Health*, 104(2), 52-59.

Levy, A. & Faria, J. (2008). Persistent high ambition and substance abuse: A rationalization of

 a vicious cycle. *Journal of Economics*, 94, 261-274.

Lewis, S. (2013). Examining changes in substance use and conduct problems among

 treatment-seeking adolescents. *Child and Adolescent Mental Health*, 18(1), 33-38.

Mancini, M., Salas-Wright, C., & Vaughn, M. (2015). Drug use and service utilization among Hispanics

 in the United States. *Social Psychiatry and Psychiatric Epidemiology*, 50(11), 1679-1689.

Oser, C., Biebel, E., Pullen, E., & Harp, K. (2013). Causes, consequences, and prevention of

 burnout among substance abuse treatment counselors: A rural versus urban comparison.

 *Journal of Psychoactive Drugs*, 45(1), 17-27.

Rieckmann, T., Fussell, H., Doyle, K., Ford, J., Riley, K., & Henderson, S. (2011). Adolescent

 substance abuse treatment: Organizational change and quality of care. *Journal of*

 *Addictions & Offender Counseling*, 31(2), 80-93.

Saniotis, A. (2010). Evolutionary and anthropological approaches towards understanding

 Human need for psychotropic and mood altering substances*. Journal of Psychoactive*

 *Drugs*, 42(4), 477-484.

Schinke, S., Fang, L., Cole, K., and Cohen-Cutler, S. (2011). Preventing substance use among

 black and hispanic adolescent girls: Results from a computer-delivered,

 mother-daughter intervention approach. *Substance Use & Misuse*, 46(1), 35-45.

Sussman, S., Skara, S., and Ames, S. (2008). Substance abuse among adolescents. *Substance*

 *Use and Misuse*, 43(12/13), 1802-1828.

Terplan, M., Longinaker, N., & Appel, L. (2015). Women-centered drug treatment services and need in

 the United States, 2002-2009. *American Journal of Public Health*, 105(11), 50-54.

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.