

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes
both scholarship and service

CN641 Foundation of Addiction Counseling Online, Summer 2018 SYLLABUS

Faculty Information:

Faculty name:

Dr. Tilija Drobnjakovic

Campus:

2303 College Ave., Huntington, IN, 46750

Office Hours:

Regular office hours 9am-5pm.

Students may contact me via e-mail at tdrobnjakovic@huntington.edu

Term Dates:

June 25 – August 12, 2018

Class Meeting Times:

Online.

Contact Information (email & phone):

Email: tdrobnjakovic@huntington.edu

Instructor's General Availability to Students:

I am available most frequently by email. I check my emails regularly and will respond within reasonable time.

Short faculty biography:

Dr. Tilija Drobnyakovic joined Huntington University in spring 2018 as an adjunct professor in Graduate Counseling Program.

She received a Bachelor Degree in Theology (2006) and Master of Arts in Pastoral Care and Counseling (2008) from Sydney College of Divinity, Sydney, Australia. In 2016 she earned a Doctoral degree in Counselor Education and Supervision (CACREP Accredited Program) from Argosy University Nashville.

She has international experience in providing counseling to individuals, couples, refugees and immigrant families. Also, her previous work experience includes serving as a graduate assistant at Argosy University Nashville, working as a CACREP team member, teaching graduate counseling courses etc.

Tilija also participates as a speaker and panel member at professional counseling conferences. Her areas of interests are couple counseling, multiculturalism, ethical issues in counseling, etc.

Course Information:

Course Overview

The theological and psychological study of the issues that contribute to various addictive behaviors. Assessment, diagnosis, treatment and prevention of addictions, as well as various models of recovery.

This course focuses on a wide variety of topics and issues related to addictions counseling. Many different aspects of alcoholism and addiction counseling are examined from variety of different vantage points and perspectives. Course content includes defining addictions, chemical dependency, models of understanding, alcohol and alcoholism, etiology of addiction, medical and psychiatric complications, effects on the family, evaluation and diagnosis, intervention, treatment approaches and counseling techniques, recovery process and twelve –step programs, and professional and ethical issues in addiction counseling. The expected student outcome is demonstration of knowledge and awareness regarding major issues related to addiction counseling. In addition, a Biblical approach to addictions and recovery will also be considered.

Course Prerequisites:

None

Course Length:

7 Weeks

Contact Hours:

N/A

Credit Hours:

3.0

Method of Instruction and Course Requirements: Online

This class includes course material supplementing and expanding on textbook knowledge, class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Assignments include individual and/or group projects. Students are expected and encouraged to actively participate in this learning experience.

Discussion Questions (DQ):

Students are expected to engage in graduate level class participation that includes regular online class attendance and involvement with peers through online discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Students will write an initial Discussion Question (DQ) due by 11:59pm EST the Thursday of the assigned week and will submit at least one response to classmates by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 300-400 words. Response posts should be between 200-250 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you "close" the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and APA format using the grading rubric below.

Required Assignments (RA):

Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. RAs are completed by all students across Huntington University. Each RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment. These are individual assignments and students earn individual grades.

LASA:

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course. These signature assessments

contribute to a significant portion of the overall course grade and is assessed by faculty using the rubric designed for that assessment. These are individual assignments, and students earn individual grades. Both the signature assignments and related rubrics become part of the database and are used in the aggregate to evaluate levels of student learning, as well as the effectiveness of the curriculum, course content, and faculty. The combined results of the signature assessments across an entire academic program provide a comprehensive picture of the students' academic programs. These data drive the continuous improvement cycle as part of comprehensive program reviews conducted by the colleges.

Texts and Articles Information:

Required Texts and Readings:

Capuzzi, D., & Stauffer, D. M. (2016). *Foundations of addiction counseling*. (3rd Ed).

Upper Saddle River, NJ: Pearson Education, Inc. ISBN # 978-0547179629

Walters, S. T., & Rotgers, F. (2012). *Treating substance abuse: Theory and techniques*.

(3rd Ed.). New York, NY: The Guilford Press. ISBN # 978-1462513512

American Psychological Association. (2010). *Publication manual of the American Psychological*

Association (6th Ed.). Washington, DC: Author. ISBN # 978-1433805615

American Psychiatric Association (2013). *Diagnostic and statistics manual of mental disorders*

(5th Ed.). Arlington, VA: American Psychiatric Publishing. ISBN # 978-0890425565

Required Articles:

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Association of Christian Counselors (2014). *AACC code of ethics*. Retrieved from

<http://www.aacc.net/about-us/code-of-ethics/>

Andrews, D. (2012). A qualitative exploration of individuals' motivators for seeking substance user treatment. *Substance Use & Misuse*, 47(11), 1224-1233.

Available from EBSCO host.

Bahorik, A. M. (2013). Characterizing the longitudinal patterns of substance use among individuals diagnosed with serious mental illness after psychiatric hospitalization. *Addiction*, 108(7), 1259-1269. Available from EBSCO host.

CSAT (Center for Substance Abuse Treatment). *Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice*. DHHS Publication No. (SMA) 15-4171. Technical Assistance Publication (TAP) Series 21. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2017.

Retrieved from <https://store.samhsa.gov/shin/content//SMA12-4171/SMA12-4171.pdf>

CSAT (Center for Substance Abuse Treatment). *Addressing the specific behavioral health needs of men*. DHHS Publication No. (SMA) 13-4736. Treatment Improvement Protocol (TIP) Series 56. Substance Abuse and Mental Health Service Administration, 2014.

Retrieved from <https://store.samhsa.gov/shin/content//SMA14-4736/SMA14-4736.pdf>

CSAT (Center for Substance Abuse Treatment). *Competencies for substance abuse treatment clinical supervisors*. DHHS Publication No. (SMA) 12-4243. Technical Assistance Publication (TAP) Series 21-A. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012.

Retrieved from <https://store.samhsa.gov/shin/content//SMA12-4243/SMA12-4243.pdf>

CSAT (Center for Substance Abuse Treatment). *Substance abuse treatment: Addressing the specific needs of women*. DHHS Publication No. (SMA) 15-4426. Treatment Improvement Protocol (TIP) Series 51. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2015.

Retrieved from <https://store.samhsa.gov/shin/content//SMA15-4426/SMA15-4426.pdf>

- CSAT (Center for Substance Abuse Treatment). *Substance abuse treatment and family therapy*. DHHS Publication No. (SMA) 05-4006. Treatment Improvement Protocol (TIP) Series 39. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2005. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64269/>
- CSAT (Center for Substance Abuse Treatment). *Substance abuse treatment: Group therapy*. DHHS Publication No. (SMA) 05-3991. Treatment Improvement Protocol (TIP) Series 41. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2005. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK64211/#_A78859
- CSAT (Center for Substance Abuse Treatment). *A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals*. DHHS Publication No. (SMA) 01-3498. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. Retrieved from <https://store.samhsa.gov/shin/content/SMA12-4104/SMA12-4104.pdf>
- Dore, G. (2012). Post-traumatic stress disorder, depression and suicidality in inpatients with substance use disorders. *Drug & Alcohol Review*, 31(3), 294-302. Available from EBSCO host.
- Howard, M. L. (2013). Volatile substance misuse: Toward a research agenda. *American Journal of Drug & Alcohol Abuse*, 39(1), 3-7. Available from EBSCO host
- Marmorstein, N. (2012). Associations between substances use disorders and major depression in parents and late adolescent-emerging adult offspring: an adoption study. *Addiction*, 107(11), 1965-1973. Available from EBSCO host.
- Miller, M. L. (2013). Alcohol and drug abuse among U.S. veterans: Comparing associations with intimate partner substance abuse and veteran psychopathology.

Journal of Traumatic Stress, 26(1), 71-76. Available from EBSCO host.

Olthuis, J. P. (2013). Substance use initiation: The role of simultaneous polysubstance use. *Drug & Alcohol Review*, 32(1), 67-71. Available from EBSCO host.

Pompili, M. (2012). Substance abuse and suicide risk among adolescents. *European Archives of Psychiatry & Clinical Neuroscience*, 262(6), 469-485. Available from EBSCO host

Sweetman, J. (2013). A systematic review of substance misuse assessment packages. *Drug & Alcohol Review*, 32(4), 347-355. Available from EBSCO host.

White, W. & Laudet, A. (2006). Spirituality, science and addiction counseling. *Counselor Magazine*, 7(1), 56-59. Retrieved from www.williamwhitepapers.com/pr/2006Spirituality%26AddictionCounseling.pdf

Web sources

The Association for Addiction Professionals (NAADAC) www.naadac.org

Supplemental Readings:

(Not required to purchase but may be helpful as references and additional study):

Connors, G. J., DiClemente, C.C., Velasquez, M. M., Donovan, D. M. (2013). *Substance abuse treatment and the stages of change*. (2nd Ed.). New York, NY: The Guildford Press.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. (3rd Ed.). New York, NY: The Guilford Press.

The Big Book, Alcoholics Anonymous

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics

Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.

2. Diversity

Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.

3. Integration

Developed an initial, integrated counseling model.

Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.

4. Spiritual Formation

Developed a secure attachment with God.

5. Human Development

Applied selected developmental concepts to diverse counseling scenarios.

6. Career Counseling

Applied career counseling models, skills, and assessment with diverse clients.

7. Counseling Models

Developed a sufficient counseling model for working a broad range of clients.

8. Counseling Skills

Demonstrated proficient counseling skills in working with a broad range of clients.

9. Group Work

Demonstrated proficient leadership skills in the facilitation of a group.

10. Assessment

Designed and conducted several selected assessment processes for counseling scenarios.

11. Research

Designed counseling-oriented research or program evaluation.

MACMHC Program Outcomes:

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

5. **HELPING RELATIONSHIPS** – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. **GROUP WORK** – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. **ASSESSMENT** – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. **RESEARCH AND PROGRAM EVALUATION** – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

CACREP Core and CMHC Standards:



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Course Objectives:

Through satisfactory performance on course assignments, class participation and exams, students in this course will be able to:

Course Objectives	MA CMHC Program Outcomes	Program Learning Outcomes	CACREP Core Standards	CACREP CMHC Standards
1. Compare and contrast the major theories (models) of addiction and addictive behaviors, in order to identify a theoretical model of addiction to be used with clients that is consistent with current knowledge in the field.	3, 5, 8	3, 7, 8	2.F1.a; 2.F3.d; 2.F3.e;	5.C1.b; 5.C1.d
2. Assess stages of addiction, readiness for change, relapse and recovery dynamics, applying appropriate disorder assessment strategies.	5, 7	7, 8, 10	2.F1.c; 2.F5.g; 2.F5.h; 2.F5.j	5.C2.b; 5.C2.c; 5.C2.d; 5.C2.d
3. Understand multiculturalism and Diversity in Addiction Counseling.	2, 5	2, 3, 8, 10	2.F5.b; 2.F5.c; 2.F5.d; 2.F5.g; 2.F5.h; 2.F5.j;	5.C2.j; 5.C3.a; 5.C3.b
4. Understand intervention strategies for individuals and families from a family systems and lifespan perspective, with consideration of the particular ethical and legal considerations related to confidentiality.	1, 3, 5, 7	1, 5, 7, 8, 10	2.F1.i; 2.F3.a; 2.F3.c; 2.F3.d; 2.F5.c; 2.F5.d;	5.C1.c;5.C1.d; 5.C1.e; 5.C2.b;5.C2.c; 5.C2.d; 5.C2.e; 5.C2.i; 5.C3.a; 5.C3.b
5. Identify diagnostic criteria for addictions presented in the DSM5.	5, 7	8, 10	2.F7.a; 2.F7.e	5.C2.e; 5.C2.d
6. Understand concepts, techniques, and considerations in group therapy for persons	5, 6, 7	7, 8, 9, 10	2.F3.a; 2.F3.c; 2.F3.d; 2.F3.e; 2.F3.f; 2.F3.g;	5.C2.b; 5.C2.c; 5.C2.c; 5.C2.d;

with co-occurring substance use and mental disorders.			2.F5.h; 2.F5.j; 2.F5.l; 2.F5.m; 2.F6.c;	5.C2.e; 5.C2.f; 5.C2.g
7. Develop a working knowledge of the twelve-step model of recovery and its therapeutic implications.	5, 7	8, 10	2.F5.j; 2.F7.e	5.C2.c 5.C3.a; 5.C3.b
8. Gain deeper insight and understanding of spirituality in the treatment of addictions, including considering Biblical and cultural perspectives.	2, 5	2, 3, 4, 7, 8	2.F2.a; 2.F2.c; 2.F2.d; 2.F2.g	5.C1.b; 5.C2.j

Assignment Table:

Week 1	CO 1: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 06/25/18 – 07/01/18</p> <p>Begin two (2) week Journaling on Monday 06/25/18</p>	<p>Introduction to Addictions Counseling</p> <p>History and Etiological Models of Addiction</p> <ul style="list-style-type: none"> Approaches to the prevention of Addiction in the United States Current Polices Influencing Prevention Models for Explaining the Etiology of Addiction Neurobiology and the Physiology of Addiction Substances of Addiction <p>Substance Addiction</p> <ul style="list-style-type: none"> Neurobiology and the Physiology of Addiction Substances of Addiction <p>Process Addictions</p> <ul style="list-style-type: none"> Sexual Addiction Gambling Addiction Work Addiction Compulsive Buying Food Addiction and Disorder Eating 	<p><i>Chapters 1, 2 & 3</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i>. (3rd Ed).</p> <p><i>DSM5: Substance-Related and Addictive Disorders, pp.481-489.</i></p> <p><i>Chapter 1: Walters, S. T., & Rotgers, F. (Eds.). (2012). Treating substance abuse: Theory and techniques.</i> (3rd Ed.).</p>	<p>DQ1: Compare and contrast three the most important models (in your opinion) for explaining the etiology of addiction. Why these models are important for you? What are the differences and similarities among the chosen models?</p> <p>(300-400 words)</p> <p>Utilize at least two-three academic sources</p> <p><u>Due date: 06/28/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 07/01/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">15 pts.</p> <p>RA 1: Begin two (2) week Journaling: Abstinence Experience “Just Say NO”</p> <p>(Monday 06/25/18)</p> <p style="text-align: right;">220 pts.</p>
Week 2	CO 5: Topics	Academic Resources	Learning Activities and Assessments

<p>Date: 07/02/18 - 07/08/18</p>	<p>Important Professional Issues in Addiction Counseling</p> <ul style="list-style-type: none"> Professional Issues Pertaining to Counselors Treatment and Research Issues Future Trends <p>Introduction to Assessment</p> <ul style="list-style-type: none"> Philosophical foundations of Addictions Counseling The Role of Addictions Assessor Points to Remember About Human Assessment Measures Flow of Addictions Assessment Operationalizing Assessment Interviews Gathering Background and Contextual Information Treatment Specific Assessment Information <p>Assessment and Diagnosis of Addictions</p> <ul style="list-style-type: none"> Why Use Standardized Assessment Screening, Assessment, and Diagnosis Evaluating Substance Abuse Screens and Assessments Diagnosis Self-Administered, Stand-Alone Screening Instruments Substance Abuse Scales Found on Personality Assessment Instruments Counselor-Initiated Comprehensive Substance Abuse Assessment 	<p><i>Chapters 4, 5 & 6:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i>. (3rd Ed).</p> <p>ACA Code of Ethics (2014) AACC Code of Ethics (2014)</p> <p>Drug & Alcohol Review, 32(4), 347-355. (2015), Technical Assistance Publication Series (TAP 21). (2015). <i>Addiction Counseling Competencies: The knowledge, skills, and attitudes of professional practice</i>. Substance Abuse and Mental Health Service Administration (SAMHSA).</p> <p>Technical Assistance Publication Series (TAP 21-A). (2013). <i>Competencies for Substance Abuse Treatment Clinical Supervisors</i>. Substance Abuse and Mental Health Service Administration (SAMHSA).</p> <p>DSM5 pp. 490-585.</p> <p><i>Chapter 13:</i> Walters, S. T., & Rotgers, F. (Eds.). (2012). <i>Treating substance abuse: Theory and techniques</i>. (3rd Ed.).</p>	<p>DQ2: Discuss the DSM-5 diagnostic criteria of the substance use disorders. In addition, describe one of the self-administered substance abuse screening inventories. Finally, describe one of the substance abuse scales found on personality assessment instruments. Discuss pros and cons of the chosen instruments.</p> <p>(300-400 words)</p> <p>Utilize at least two-three academic sources</p> <p><u>Due date: 07/05/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 07/08/18 by 11:59PM (EST)</u></p> <p>15 pts.</p> <p>RA 1: Continue working on two (2) week Journaling: Abstinence Experience “Just Say NO”</p> <p>220 pts.</p>
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	<ul style="list-style-type: none"> Instruments Designed to Assess Alcohol Misuse During Pregnancy 		
Week 3	CO 2: Topics	Academic Resources	Learning Activities and Assessments
Date: 07/09/18 – 07/15/18	The Treatment of Addictions Motivational Interviewing <ul style="list-style-type: none"> Overview: Motivational Interviewing Stages of Change Model Change and Resistance Motivational Interviewing Techniques: Early in the Change Process The Role of Resistance in the Change Process Guiding the Change Process: More Motivational Interviewing Techniques Psychotherapeutic Approaches <ul style="list-style-type: none"> Counselor Beliefs and Behaviors Empirically Supported Treatment Approaches Behavioral and Cognitive-Behavioral Assumptions and Practices Brief Interventions Solution-Focused Counseling 	<i>Chapters 7, 8 & 9:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i> . (3 rd Ed). <i>Chapters 2, 5 & 6:</i> Walters, S. T., & Rotgers, F. (Eds.). (2012). <i>Treating substance abuse: Theory and techniques</i> . (3 rd Ed.).	DQ3: Discuss the stages of change model. How would you apply the stages of change in clinical practice? Discuss the processes of change? Explain Motivational Interviewing as a method for effective therapist – patient communication (300-400 words) Utilize at least two-three academic sources <u>Due date: 07/12/18 by 11:59 PM (EST)</u> <u>Respond to one peer by 07/15/18 by 11:59PM (EST)</u> 15 pts. RA 1: Due date for submitting assignment <u>07/15/18 by 11:59PM (EST)</u> 220 pts.
Week 4	CO 6: Topics	Academic Resources	Learning Activities and Assessments
Date: 07/16/18 – 07/22/18	Treatment of Comorbid Disorder <ul style="list-style-type: none"> Prevalence of Comorbidity Assessment Treatment and Care Needs Comorbid Treatment Models 	<i>Chapters 9, 10 & 11:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i> . (3 rd Ed). <i>Chapters 9, 10 & 12:</i> Walters, S. T., & Rotgers, F. (Eds.). (2012). <i>Treating substance abuse: Theory and techniques</i> . (3 rd Ed.).	DQ4: Discuss concepts, techniques, and considerations in group therapy for persons with co-occurring substance use and mental disorders. What would you avoid as a group leader? How would you resolve the issue of resistance in group? (300-400 words)

	<p>Group Therapy for Treatment of Addiction</p> <ul style="list-style-type: none"> • Theory Behind Group Work • Group Treatment of Addiction • An overview of Types of Group • Ethical and Legal Issues with Group • Group Conflict • Managing Diversity in Group Settings • Group Counseling for Family Members of Addicts • Strategies for Effective Group Treatment <p>Addiction Pharmacotherapy</p> <ul style="list-style-type: none"> • Terms and Concepts • Key Concepts of Neurology in Pharmacotherapy • Diversity and Pharmacotherapy • Key Concepts of Neurotransmitters • Key Concepts of Pharmacokinetics • Key Concepts of Pharmacodynamics 	<p>A Treatment Improved Protocol-TIP 41 (2005). <i>Substance abuse treatment: Group therapy</i>. Substance Abuse and Mental Health Service Administration (SAMHSA).</p>	<p>Utilize at least two-three academic sources</p> <p><u>Due date: 07/19/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 07/22/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">15 pts.</p> <p>RA 2: Field work: Interview a licensed or certified clinician and attend AA open meeting.</p> <p><u>Due date: 07/22/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">200 pts.</p>
Week 5	COs 4 & 7: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 07/23/18 - 07/29/18</p>	<p>12 Step Facilitation of Treatment</p> <ul style="list-style-type: none"> • History: Development of 12-Step Groups • The Group Process • The Role of Sponsors in Recovery • Specific Advantages and Disadvantages of 12-Step Groups Work <p>Maintenance and Relapse Prevention</p> <ul style="list-style-type: none"> • Relapse Prevention for Addictive Behaviors • Relapse Prevention Model • High-Risk Situations • Seemingly Irrelevant Decisions (SIDs) 	<p><i>Chapters 12, 13 & 14:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i>. (3rd Ed).</p> <p><i>Chapters 7, 8, 9 & 10:</i> Walters, S. T., & Rotgers, F. (Eds.). (2012). <i>Treating substance abuse: Theory and techniques</i>. (3rd Ed.).</p>	<p>DQ5: Identify and discuss at least two intervention strategies for families from a family system perspective. Discuss the particular ethical and legal considerations related to confidentiality</p> <p>In addition, discuss a 12- Step Model and its pros and cons. At what stage of change would a client be when you might suggest him/her to consider an attending a 12-Step meeting?</p> <p style="text-align: right;">(300-400 words)</p> <p>Utilize at least two-three academic sources</p>

	<ul style="list-style-type: none"> The Abstinence Violation Effect <p>Alcohol Addiction and Families</p> <ul style="list-style-type: none"> Addiction and the Family Addiction and the Couple Addiction and the Children Counseling Addicted Family Systems 		<p><u>Due date: 07/26/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 07/29/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">15 pts.</p> <p>Begin working on your final LASA assignment. Please, open WORD document and read instructions for week 5.</p>
Week 6	COs 2, 3, & 8: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 07/30/18 – 08/05/18</p>	<p>Persons with Disabilities and Substance-Related and Addictive Disorders</p> <ul style="list-style-type: none"> Characteristics and Status of People with Disabilities and Addictions Risk Factor for Persons with Disabilities Treatment Utilization and Outcomes Intervention Strategies in Rehabilitation Settings <p>Substance Abuse Prevention Programs Across the Life Span</p> <ul style="list-style-type: none"> The Need for Prevention Programs Across the Life Span Public Health Prevention Program Model Evidenced Based Prevention Programs Types of Substance Abuse Prevention Programs Prevention Programs Targeting All Age Groups Substance Abuse Prevention Programs for Children and Adolescents and Young Adults D.A.R.E. Prevention and Treatment Programs for Pregnant 	<p><i>Chapters 15, 16 & 17:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i>. (3rd Ed).</p> <p>Bahorik, A. M. (2013). Characterizing the longitudinal patterns of substance use among individuals diagnosed with serious mental illness after psychiatric hospitalization. <i>Addiction</i>, 108(7), 1259-1269.</p> <p>Marmorstein, N. (2012). Associations between substances use disorders and major depression in parents and late adolescent-emerging adult offspring: an adoption study. <i>Addiction</i>, 107(11), 1965-1973.</p> <p>Miller, M. L. (2013). Alcohol and drug abuse among U.S. veterans: Comparing associations with intimate partner substance abuse and veteran psychopathology. <i>Journal of Traumatic Stress</i>, 26(1), 71-76.</p> <p>Pompili, M. (2012). Substance abuse and suicide risk among adolescents. <i>European Archives of Psychiatry & Clinical Neuroscience</i>, 262(6), 469-485.</p> <p>White, W. & Laudet, A. (2006). Spirituality, science and addiction counseling. <i>Counselor Magazine</i>, 7(1), 56-59.</p>	<p>DQ6: Discuss the role of spirituality (and your Christian faith, if applicable) in the treatment of addiction counseling. Is addiction a spiritual problem? What is the relationship between spirituality and religiosity as they interact over the course of addiction and recovery?</p> <p>In addition, discuss treatment needs and issues for racial and ethnic minorities.</p> <p style="text-align: right;">(300-400 words)</p> <p>Utilize at least two-three academic sources.</p> <p><u>Due date: 08/02/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 05/08/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">15 pts.</p> <p>Case Analysis: The Bible addresses addiction in numeral ways. However, we cannot find Jesus telling the parable of the man addicted to a specific substance. The Bible does talk about drunkenness and use of substances in an addictive way as a sin. For example, it appears that Noah passed out through heavy intoxication; he broke social norms and this resulted in family shame. When it comes to alcohol, things have not changed much in the last five thousand years. Nonetheless, there are various examples of addiction in the Bible including addition to</p>

	<p>Adolescents and Adults</p> <ul style="list-style-type: none"> Addiction Prevention Programs for Military Personnel, Veterans, and Their Families Prevention Programs for Senior Adults Substance Abuse Prevention Outcomes <p>Cross-Cultural Counseling: Engaging Ethnic Diversity</p> <ul style="list-style-type: none"> Multiculturalism and Diversity in Addiction Counseling Treatment Needs and Issues for Racial and Ethnic Minorities Disparities in Use and Access to Treatment Theoretical Frameworks The role of spirituality in addiction counseling 		<p>money, glory, righteousness, morality, etc.</p> <p>Analyze the cases of Noah (Genesis 9:20-27) and Paul on his road to Damascus (Acts 9:1-32).</p> <p>Based on the Scripture:</p> <ol style="list-style-type: none"> Describe Noah’s recovery path. Describe Paul’s recovery path. What individuals dealing with substance abuse disorder or other kind of addiction can learn? <p>(500-600 words)</p> <p>Utilize at least two-three academic sources.</p> <p style="text-align: right;">45 pts.</p> <p>Keep working on your final LASA assignment. Please, open WORD document and read instructions for week 6.</p>
Week 7	CO 3: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 08/06/18 – 08/12/18</p>	<p>Gender, Sex, and Addictions</p> <ul style="list-style-type: none"> Gender, Alcohol, and Drug Use and Abuse in the United States Women and Addiction Men and Addiction Treatment Consideration <p>LGBTQ Affirmative Addictions Treatment</p> <ul style="list-style-type: none"> Addictions Treatment Specific Assessment of Addiction Role of Addiction Counselor Working with LGBTQ Clients <p>Inpatient and Outpatient Addiction Treatment</p> <ul style="list-style-type: none"> Inpatient treatment Outpatient treatment 	<p><i>Chapters 18, 19 & 20:</i> Capuzzi, D., & Stauffer, D. M. (2016). <i>Foundations of Addiction counseling</i>. (3rd Ed).</p> <p>A Treatment Improvement Protocol (TIP 56). (2014). <i>Addressing the Specific Behavioral Health Needs of Men</i>. Substance Abuse and Mental Health Service Administration (SAMHSA)</p> <p>A Treatment Improvement Protocol (TIP 51). <i>Substance Abuse Treatment: Addressing the Specific Needs of Women</i>. Substance Abuse and Mental Health Service Administration (SAMHSA).</p> <p>Substance Abuse and Mental Health Service Administration (2012). <i>A provider’s introduction to substance abuse treatment for lesbian, gay, bisexual, and transgender individuals</i>.</p>	<p>DQ 7: Discuss some general considerations in treating men for substance abuse. In addition, discuss some general considerations in treating women for substance abuse. Finally, discuss the levels of care and the types of treatment that appear to work best for LGBT individuals</p> <p>(300-400 words)</p> <p>Utilize at least two-three academic sources.</p> <p><u>Due date: 08/09/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 08/12/18 by 11:59PM (EST)</u></p> <p style="text-align: right;">15 pts.</p> <p>LASA: Research Paper</p> <p><u>Due date: 08/12/18 by 11:59 PM (EST)</u></p> <p style="text-align: right;">300 pts.</p>

Week 1:

DQ1: Discuss three the most important models (in your opinion) for explaining the etiology of addiction. Why these models are important for you? What are the differences and similarities among the chosen models?

(300 - 400 words) **(15 pts.)**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 06/28/18 by 11:59 PM (EST)

Respond to one peer by Sunday 07/01/18 by 11:59PM (EST)

Please, read Late DO(s) Policy on page 28 in this Syllabus

Discussion Board Initial and Response Posting Participation Rubric

Criteria	0 Non- Performance	1 Basic	2 Proficient	3 Distinguished	
Quantity and Timeliness.	Does not submit at least one initial post or responses by deadline.	Posts responses on time but does not submit at least one <u>initial</u> post by deadline.	Submits at least one initial post but not the response posts by deadline.	Submits at least one initial post and all responses by deadline.	___/3 pts.
Relate to key ideas in a meaningful manner.	Response contains no reference to key ideas.	Key ideas are present, but there is no evidence the learner understood ideas.	Makes reference to key ideas, but in a superficial manner.	Relates to key ideas in a meaningful manner.	___/3 pts.
Demonstrates knowledge and understanding of content and applicability to professional practice	No evidence of integration of course content.	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.	___/3 pts.
Write in a clear, concise, and organized manner using APA style including references, and citations; demonstrated ethical scholarship in accurate representation and attribution of sources, displayed accurate spelling, grammar, mechanics, and punctuation.	Submits posts that are poorly written, and may use some terms incorrectly. APA style.	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. APA style.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. APA style.	Submits posts that contain grammatically correct sentences without any spelling errors. Proper use of APA style.	___/3 pts.
Engage in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include correctly cited references.	Does not engage in meaningful discussion with peers when prompted.	Engages in discussion with peers when prompted, but replies are not relevant to the topic and non-meaningful.	Engages in discussion with peers when prompted and replies are topic relevant and meaningful.	Engages in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include references to the literature.	___/3 pts.
Total					___/15 pts.

RA 1: **Begin two-week Journaling:** Abstinence Experience “Just Say NO” (230 pts.)

This activity requires the student to commit to abstaining from an enjoyable or habitual activity for a period of at least two (2) weeks, a full 14 days.

Think of an activity or behavior you enjoy and engage in daily or very frequently-eating sweets, eating fast food, drinking coffee, using tobacco, arriving late at events, drinking alcohol,

watching television, playing video games, gambling, reading the paper, avoiding daily devotion (reading Scripture and praying regularly), etc.

PART ONE:

Keep a daily journal of your experiences, emotions, thoughts, and interactions with others about your choice, your relapse, your cravings, your defense mechanisms, and “withdrawal”. Keep the journal daily in the Moodle Journal function. No one but the instructor and student are able to see journal entries.

Week one Journaling: Monday 06/25/18 – Sunday 07/01/18.

Students must post journal attendance (200 words per day) in the Journaling section in Moodle Journal function every day during two weeks project by 11:59PM (EST)

Due date for submitting final assignment RA 1: Week three 07/15/18 by 11:59PM (EST)

(Project paper RA1: Worth 230 pts.)

See instructions for the RA 1 in Week (3) Three.

Grading Rubrics: “Just Say No” - Daily Journal Track

Week One		Daily Journaling Track		Grades
Monday	06/25/18	YES	NO	/5 pts.
Tuesday	06/26/18	YES	NO	/5 pts.
Wednesday	06/27/18	YES	NO	/5 pts.
Thursday	06/28/18	YES	NO	/5 pts.
Friday	06/29/18	YES	NO	/5 pts.
Saturday	06/30/18	YES	NO	/5 pts.
Sunday	07/01/18	YES	NO	/5 pts.
WEEK TWO		Daily Journaling		Grades
Monday	07/02/18	YES	NO	/5 pts.
Tuesday	07/03/18	YES	NO	/5 pts.
Wednesday	07/04/18	YES	NO	/5 pts.
Thursday	07/05/18	YES	NO	/5 pts.
Friday	07/06/18	YES	NO	/5 pts.
Saturday	07/08/18	YES	NO	/5 pts.
Sunday	07/08/18	YES	NO	/5 pts.
Total:				/70 pts.

Week2:

DQ2: Discuss the DSM-5 diagnostic criteria of the substance use disorders. In addition, describe one of the self-administered substance abuse screening inventories. Finally, describe one of the

substance abuse scales found on personality assessment instruments. Discuss pros and cons of the chosen instruments.

(300-400 words) **15 pts.**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 07/05/18 by 11:59 PM (EST)

Respond to one peer by Sunday 07/08/18 by 11:59PM (EST)

Please, read Late DQ(s) Policy on page 28 in this Syllabus.

Keep working on Week 2 (Two) Journaling - Abstinence Experience: “Just say no”

Week two Journaling: Monday 07/02/18 – Sunday 07/08/18.

Students must post journal attendance (200 words per day) in the Journaling section in Moodle Journal function every day during two weeks project by 11:59PM (EST)

Due date for submitting final assignment RA 1: Week three 07/15/18 by 11:59PM (EST)

(Project paper RA1: Worth 230 pts.)

See instructions for the RA 1 in Week (3) Three.

Grading Rubrics: “Just Say No” - Daily Journal Track

Week One		Daily Journaling Track		Grades
Monday	06/25/18	YES	NO	/5 pts.
Tuesday	06/26/18	YES	NO	/5 pts.
Wednesday	06/27/18	YES	NO	/5 pts.
Thursday	06/28/18	YES	NO	/5 pts.
Friday	06/29/18	YES	NO	/5 pts.
Saturday	06/30/18	YES	NO	/5 pts.
Sunday	07/01/18	YES	NO	/5 pts.
WEEK TWO		Daily Journaling		Grades
Monday	07/02/18	YES	NO	/5 pts.
Tuesday	07/03/18	YES	NO	/5 pts.
Wednesday	07/04/18	YES	NO	/5 pts.
Thursday	07/05/18	YES	NO	/5 pts.
Friday	07/06/18	YES	NO	/5 pts.
Saturday	07/08/18	YES	NO	/5 pts.
Sunday	07/08/18	YES	NO	/5 pts.
Total:				/70 pts.

Week 3:

DQ3: Discuss the stages of change model. How would you apply the stages of change in clinical practice? Discuss the processes of change? Explain Motivational Interviewing as a method for effective therapist – patient communication

(300-400 words) **15 pts.**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 07/12/18 by 11:59 PM (EST)

Respond to one peer by Sunday 07/15/18 by 11:59PM (EST)

Please, read Late DO(s) Policy on page 28 in this Syllabus.

Due date: Upload RA 1 in Moodle by Sunday 07/15/18 by 11:59 PM (EST)

Required Assignment 1 (RA 1): “JUST SAY NO”: THE ABSTINENCE EXPERIENCE.
(Worth 230 pts.)

PART TWO:

Write a **five-ten (5-10) page paper** (this is in addition to keeping the daily journal) describing the abstinence experience, include the start date and the date of your two-week experience; talk about your use of defense mechanisms: minimization, denial, rationalization, and projection; describe your experience of relapse; and make an application of how this experience may be beneficial for you when you work with clients. Include an analysis of how the stages of change model applied to your experience? What stage were you “really” in when you began the “action” stage activity of abstinence?

STRUCTURE:

The **journal**: Use the Journal function in the Moodle and do not use APA style.

The **paper** must be written in APA style. See the template for the APA in Moodle. The body of the paper is to be a minimum of 5 and maximum 10 pages in length plus the title page and references page. The paper must be typed and doubled spaced. Use only inch margins, Use APA style to number each page. Please use Times New Roman 12 point font size. Sources and citations should be referenced in standard APA style.

Due Date: The paper Due is **in week three (week 3).**

Upload RA 1 in Moodle by Sunday 07/15/18 by 11:59 PM (EST).

Please, read Late Assignments Policy on page 28 in this Syllabus.

RA 1 Grading Criteria:

CO: 2, 8

MACMHC Program Outcomes: 3, 5, 7

PLO: 7, 8, 10

CACREP Core: 2.F2.f; 2.F2.h; 2.F5.g; 2.F5.h; 2.F5.i; 2.F5.j

CACREP CMHC Standards: 5.C2.e; 5.C3.b

STUDENT NAME: _____	Submitted on time Y or N
GRADING MATRIX CRITERIA FOR ABSTINENCE REACTION PAPER	MAXIMUM POINTS
Student identified an enjoyable or habitual behavior from which she or he abstained for a period of two (2) weeks. Student identified the two week time period: Start period and end time period.	/10 pts.
Student described his or her initial reaction to an assignment requiring him or her to abstain from enjoyable or habitual act.	/20 pts.
Student described his/her use of these defense mechanisms: minimization, denial, rationalization, and projection during the abstinence experience.	/20 pts.
Student described the experience of relapse; and hypothesized on the application of this experience when working with clients.	/20 pts.
Student described how the stages of change model applied to his/her experience? What stage were you “really” in when you began the “action” stage activity of substance?	/10 pts.
Student described how he or she felt at the start, middle, and end of abstaining from an enjoyable or habitual act.	/20 pts.
Student discussed what surprised him/her about abstaining from an enjoyable habitual act	/20 pts.
Journal Content	/70 pts.
Student met the minimum length requirement of 5-10 pages.	/20 pts.
Academic Writing	
Student used APA standards: Student use Times New Roman 12 point font, with one (1) inch margin top, bottom, left, and right; double spaced, included a properly constructed title page, used correct grammar, included citations within body of work and a Reference page at the end of assignment.	/20 pts.
Total	/230 pts.

Week 4:

DQ4: Discuss concepts, techniques, and considerations in group therapy for persons with co-occurring substance use and mental disorders. What would you avoid as a group leader? How would you resolve the issue of resistance in group?

(300-400 words) **15 pts.**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 07/19/18 by 11:59 PM (EST)

Respond to one peer by Sunday 07/22/18 by 11:59PM (EST)

Please, read Late DQ(s) Policy on page 28 in this Syllabus.

Required Assignment 2 (RA 2): Field work: Interview a licensed or certified clinician and attend AA open meeting. (Worth 200 pts.)

Due date: Upload RA 2 in Moodle by Sunday 07/22/18 by 11:59PM (EST)

Please, read Late Assignments Policy on page 28 in this Syllabus.

This assignment includes two parts.

Part I: In this assignment, you will interview a licensed or certified clinician whose clientele includes persons affected by substance use disorders as a significant proportions (at least 25 %) of their practice.

The interview will seek to gather the following information:

- Name and professional credentials of the clinician.
- Type of clinical practice, i.e. community agency, hospital, private office, etc.
- Description of clientele in terms of demographic and diagnostic patterns.
- Educational and training background of the clinician, along with her or his professional identity.
- Theoretical orientation.
- How (or if) they utilize 12-step groups as part of their treatment protocol.
- Factors that lead the clinician to work with the substance abuse or co-occurring substance use and mental disorder population.
- Advice for students in terms of their academia and professional development in the area of substance abuse treatment.

Part II: Each student will also attend **an open 12-Step Meeting** such as AA, Al-Anon, NA etc. Meeting should be **open** (i. e. meetings that are available for individuals without personal history of substance use) support group meetings. **DO NOT ATTEND "CLOSED" MEETINGS.** These

must be live meetings (i.e. not on-line meetings). Review the website for any group that you plan on attending so you are familiar with its focus and call ahead to make sure they are meeting. Please, note: you may **not** take notes during the meeting, nor should you feel compelled to identify yourself. Whether you speak at all is up to you. Respectful behavior is mandatory in this observational exercise.

Each student will submit a summary of the substance abuse counselor interview and their observations of 12-Step Self-Help meeting. The report will highlight the counselor’s approach to substance abuse counseling and their perspective on the role of self-help fellowships, like AA. The students should also be prepared to discuss their experiences, observations, and opinions of each activity. In addition, each student will summarize their experiences, describing the specific type of meeting, major themes or idea discussed, and their impressions of its therapeutic value.

Your final product will be in a Word document and be approximately **5-7 pages** in length plus title page, reference page (APA style). Your paper should be written in a clear, concise and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; a display accurate spelling, grammar, and punctuation. Please, note that you may use the “personal communication” citation etc. when writing this type of paper.

RA 2 Grading Criteria:

CO: 1, 6, 7, 8

MACMHC Program Outcomes: 5, 6

PLO: 7, 8, 9

CACREP Core: 2.F5.a; 2.F5.b; 2.F5.j; 2.F5.k

CACREP CMHC Standards: 5.C1.d; 5.C2.e

Assignment Components	Proficient	Max Points
Assignment submitted is complete and addressed both parts of the assignment.	Parts I and II of the assignment completed in full addressing all aspects of the requirements	/48 pts.
Interviewed a licensed/certified clinician and analyzed observations from the session.	Contextual information regarding the client provided in detail and key points related to the assignment requirements analyzed clearly and completely. Interview protocol included with the submission indicates comprehensive coverage of information sought.	/48 pts.
Discussed the meeting attended, including experiences, observations, and perceived value of the session.	Summarized the meeting attended, discussing major themes that were covered at the meeting, and analyzing the perceived therapeutic	/40 pts.

	value with supporting examples.	
Reflection on both parts of the assignment and perceived value of the fieldwork.	Thoughtful and insightful understanding of the roles of the professional clinician and support groups in addressing the problems associated with substance use disorders.	/40 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/24 pts.
Total		/200 pts.

Week 5:

DQ5: Identify and discuss at least two intervention strategies for families from a family system perspective. Discuss the particular ethical and legal considerations related to confidentiality

In addition, discuss a 12- Step Model and its pros and cons. At what stage of change would a client be when you might suggest him/her to consider an attending a 12-Step meeting?

(300-400 words) **15 pts.**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 07/26/18 by 11:59 PM (EST)

Respond to one peer by Sunday 07/29/18 by 11:59PM (EST)

Please, read Late DO(s) Policy on page 28 in this Syllabus.

Begin working on your final LASA assignment: Please, open WORD document and read instructions for week 5.

Week 6:

DQ6: Discuss the role of spirituality (and your Christian faith, if applicable) in the treatment of addiction counseling. Is addiction a spiritual problem? What is the relationship between spirituality and religiosity as they interact over the course of addiction and recovery?

In addition, discuss treatment needs and issues for racial and ethnic minorities.

(300-400 words) **15 pts.**

Utilize at least two-three academic sources

Due date: Post your discussion in Moodle by Thursday 07/30/18 by 11:59 PM (EST)

Respond to one peer by Sunday 08/05/18 by 11:59PM (EST)

Please, read Late DO(s) Policy on page 28 in this Syllabus.

Case Analysis: The Bible addresses addiction in numeral ways. However, we cannot find Jesus telling the parable of the man addicted to a specific substance. The Bible does talk about drunkenness and use of substances in an addictive way as a sin. For example, it appears that Noah passed out through heavy intoxication; he broke social norms and this resulted in family shame. When it comes to alcohol, things have not changed much in the last five thousand years. Nonetheless, there are various examples of addiction in the Bible including addition to money, glory, righteousness, morality, etc.

Analyze the cases of Noah (Genesis 9:20-27) and Paul on his road to Damascus (Acts 9:1-32).

Based on the Scripture:

- 1) In your words, describe Noah's recovery path.
- 2) In your words, describe Paul's recovery path.
- 3) What individuals dealing with substance abuse disorder or other kind of addiction can learn?

(500-600 words) **45 pts.**

Utilize at least two-three academic sources.

Case Analysis – Noah and the Apostle Paul

Assignment Components	Proficient	Max Points
Describe Noah's recovery path	Noah's recovery path completed in full addressing different aspects of substance abuse	12 pts.
Describe Paul's recovery path	Paul's recovery path completed in full addressing different aspects of addiction disorder	12 pts.

What individuals dealing with substance abuse disorder or other kind of addiction can learn?	The required question completed in full addressing substance abuse disorder and other kinds of addiction	12 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	9 pts.
Total		45 pts.

Due date: Submit your case analysis as a WORD document in Moodle by Thursday 07/30/18 by 11:59 PM (EST)

You are not required to respond to your peers

Please, read Late Assignments Policy on page 28 in this Syllabus.

Keep working on your final LASA assignment: Please, open WORD document and read instructions for week 6.

Week 7:

DQ7: Discuss some general considerations in treating men for substance abuse. In addition, discuss some general considerations in treating women for substance abuse. Finally, discuss the levels of care and the types of treatment that appear to work best for LGBT individuals

(300-400 words) **15 pts.**

Utilize at least two-three academic sources.

Due date: Post your discussion in Moodle by Thursday 08/09/18 by 11:59 PM (EST)

Respond to one peer by Sunday 08/12/18 by 11:59PM (EST)

Please, read Late DQ(s) Policy on page 28 in this Syllabus.

LASA: Research Paper on Substance Use Disorder (300 pts.)

Due date: Upload LASA in Moodle by Sunday 08/12/18 by 11:59 PM (EST)

Please, read Late Assignments Policy on page 28 in this Syllabus.

Research Paper: You will write a paper that describes an empirical relationship involving a substance abuse disorder or a behavioral addiction and an affected demographic population. The paper will include information related to prevalence of the substance use, impact of the substance use disorder (SUD) within the affected demographic population and treatment issues, (i.e., barriers to treatment, culturally competent treatment, and access to treatment).

Directions: In this assignment, you will complete a research project based on course content and presented as a formal paper.

- Choose a substance use disorder or an addictive behavior, such as compulsive gambling, or playing video that is meaningful or of particular interest to you that directly relates (or could relate) to the population of clients with whom you would like to work.
- In your paper, introduce the substance, any historical background, and how it is a problem in our society. Explore the current literature related to your topic (review a minimum 5 articles) and present your findings in your paper.
- Describe the client (hypothetical client) that you will work with in counseling. In terms of your hypothetical client, you can either: 1) pick one stage of change and include your “case notes” from your first few sessions, or 2) you can write about your client and what they might “look like” across the stages of change (assuming you worked with them for several sessions). In addition, you will write about your diagnosis, any assessments you might use, treatment plan, outside resources, all depending on your counseling theoretical orientation. Your experience in this class will inform your paper and should be integrated where appropriate.

Organize your paper in the following manner:

1. Introduction (Note: The heading here should be the title of your paper, e.g. Alcohol Abuse in the _____)
 - a) Introduce your topic
 - b) Make sure to include a thesis statement
2. Problem or Issue (include statistics from your text and other sources)
3. Introduction of your client (include information listed above...diagnosis, etc.)
 - a) Stages of Change
 - b) Diagnosis, assessment, treatment plan, and outside resources
4. Implication for Counselors
5. Summary/Conclusion

The paper will need to be approximately **8-10 pages** in length organized using the headings suggested above. You will need to cite at least 5 peer-reviewed journal articles and the textbook. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate

spelling, grammar, and punctuation. Your paper must be in APA format with page numbers, title page, and reference page.

For the peer-reviewed journals visit Huntington University online library.

For the APA style see APA Format Template in Moodle Portal.

LASA Grading Rubrics:

CO: 1, 2, 3, 5, 6

CMHC PO: 1, 2, 5, 7, 8

PLO: 2, 3, 7, 8, 10

CACREP Core Standards: 2.F1.a; 2.F2.c; 2.F2.f; 2.F2.g; 2.F7.e; 2.F8.i

CACREP CMHC Standards: 5.C2.d; 5.C2.e; 5.C3.a; 5.C3.b

Assignment Components	Proficient	Max Points
Identify a psychoactive substance or behavioral addiction (e.g. Gambling Disorder, or any other disorder) and a specific target population for investigation. Including multicultural and diverse considerations.	Selection of a clinically relevant substance or behavioral addiction as recognized in the DSM 5 section on Substance-Related and Addictive Disorders. Concurrently identified a clearly delineated target population for which incidence and prevalence data relating to the selected substance/behavioral addiction are available in the research literature.	/36 pts.
Develop an introduction, thesis, and hypothetical case based upon the population and substance/behavior variables.	The introduction, thesis, and hypothetical case are clearly articulated and effectively link the concepts learned to date in the course to the hypothetical case presented.	/60 pts.
Access a minimum of five (5) appropriate peer reviewed articles found in the HU online library.	Choose at least five articles that discuss some aspects of the chosen topic. Ensure that selected articles reflect a blend of research that contain information about both the substance/behavioral addiction and the target population.	/48 pts.
Summarize the findings in the current scientific literature	Response incorporates analysis and synthesis of the	/64 pts.

regarding the patterns and trends of substance use/addictive behavior found in the target population. Including multicultural and diverse considerations.	data concerning incidence, prevalence, and impact of the substance use/addictive behavior upon members of the targeted population.	
Identify the appropriate roles and interventions for counselors in providing substance abuse services to specific populations, by evaluating the findings in the research literature.	Describe the findings in the literature pertaining to the variation roles played by counselors in treating substance use disorders. Summarize the models and types of interventions employed by counselors. Evaluate the effectiveness or pros and cons of the various approaches found in the literature.	/64 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/28 pts.
Total		/300 pts.

LASA Alignment Table:

Assignment	Course Objectives	CMHC Program Outcomes	ILO	CACREP Core	CACREP CMHC Standards	Assessment Type	Scoring Tool
Research Paper – Substance Use Disorder	1, 2, 3, 5, 6	1, 2, 5, 7, 8	2, 3, 7, 8, 10,	2.F1.a; 2.F2.c; 2.F2.f; 2.F2.g; 2.F7.e; 2.F8.i	5.C2.d; 5.C2.e; 5.C3.a; 5.C3.b	Written Analysis	Rubric

Weekly Modules: There is a module for each week of the course. Learning activities and assignments need to be completed and posted by midnight Sunday unless otherwise indicated. Each module has 3 or more learning objectives, activities and assignments. You will be assessed points for the quality of your work on each of the assignments.

Writing Papers: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Late DQ(s) Policy: Discussion questions and responses are expected to be submitted by the proposed due date. For every day the discussion question is late after the discussion question is due, 30% will be deducted from the discussion question maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Late Assignment(s) Policy: Assignments (RA, LASA, journaling, etc.) are expected to be submitted by the proposed due date. For every day the assignment is late after the assignment is due, 40% will be deducted from the assignment maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name. This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the professor should include the course number and the name of student (e.g., SUBJECT: CN 609 – Student name: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Due to the concentrated scheduling and the emphasis upon participatory learning, students are expected to be in attendance every week. Students who are unable to attend a class or meet a deadline should notify the instructor or the Professional Programs office if the instructor isn't available. Assignments should be sent through the Moodle course website. Students should contact their instructor regarding submission of any missed course work. Students participating in an online classroom are expected to participate weekly. Failure to participate in the first 7 days of a course will result in automatic withdrawal from the course. Students missing one additional class session will be withdrawn from the class. Student will retake the course the next time it is offered. Students who do not officially withdraw from a class by the stated deadlines will receive an F for the class. Please refer to the Refunds section for more information please, visit <http://my.huntington.edu>

Plagiarism and Cheating: Plagiarism is the use of the ideas; information or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material.

The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or concerns with Moodle, Zoom, or other technology, you can email to the HU Helpdesk at huhelpdesk@huntington.edu or 260-359-HELP.

Library Services: At your student portal, you will see a Library Guide that will connect you to all the library services available to you from Huntington University. If you have any question about library resources, you may contact the HU Library by phone at 260-359-4060.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

Grading Scale:

A	95 – 100%	C	75 – 78%
A-	92 – 94%	C-	72 – 74%
B+	89 – 91%	D+	69 – 71%
B	85 – 88%	D	65 – 68%
B-	82 – 84%	D-	62 – 64%
C+	79 – 81%	F	61% and below

Final course grades of C- or lower are not acceptable and the course will need to be repeated.

LASA Course

Discussion Questions (7x15)	105 pts	12.0 %
RA 1 Journaling “Just Say No”	230 pts	26.1 %
RA 2 Field Work	200 pts	22.7 %
Case Analysis	45 pts	5.1 %
LASA	300 pts	34.1 %
Total	880 pts	100 %