

Austin Peay State University

Department of Psychological Science & Counseling

COUN 5993: Addictions Counseling

Term: Spring 2024

Credit Hours: 3

Meeting Time: Tuesdays, 4:30pm-7:30pm

Room #: Clement, room 206

**Instructor: Thomas Mitchell Toomey, Ph.D.,
CRC, NCC**

Email Address: toomeym@apsu.edu

Office: Clement 307B

Office/Student Hours:

M: 2-4pm

T: 2-4pm

W: 2-4pm

Link to book student hours: <https://toomeym.youcanbook.me/>

Zoom link for student hours: <https://apsu.zoom.us/j/5917503509>

REQUIRED READINGS:

Cavaiola, A., Giordano, A. L., & Golubovic, N. (2021). *Addiction Counseling: A Practical Approach*. Springer Publishing Company.

Other articles on D2L as assigned

COURSE DESCRIPTION:

This course focuses on identification, assessment, diagnosis, and treatment of addictive behaviors and disorders. Students will be introduced to the prevailing theories around addiction as well as treatment modalities that are most often utilized. Experiential activities will be integrated throughout the course. The curriculum for the course will be infused with a strengths-based, diversity oriented, social justice perspective that encourages students to identify barriers to treatment for marginalized or disenfranchised individuals.

Austin Peay State University

College of Education

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embraces the College of Education's commitment to preparing highly qualified professionals

who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Institutional Culture.

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any particular theory.

Students with Disabilities

Any student who has a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: sdrc@apsu.edu)

Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Plagiarism Policy

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Writing Quality and Academic Honesty

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Turn It In

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

Demonstrating Respect:

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

COVID-19 STATEMENT & GUIDELINES

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who

meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

1. **You are experiencing [COVID-19 related symptoms](#), or**
2. **You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Course Standards, Goals, Knowledge, and Skill Outcomes:

The Council for the Accreditation of Counseling and Related Educational Program (CACREP) is the major accrediting body for the counseling profession. The Department of Psychological Science and Counseling at Austin Peay State University is committed to preparing competent, reflective, and caring counselors who will serve as change agents in the lives of clients. The Counseling program at APSU has developed the CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. These standards are addressed specifically by course objectives, assignments, and activities of this course. Specific goals established by CACREP in each of the eight common core curricular areas and *as related to work with addictions* include but are not limited to:

COURSE OBJECTIVES	CACREP STANDARDS	Course Activities
Understand the history and development of addiction counseling.	5. A.1.a	Class Discussion Assigned Readings Class Group Experience
Have solid understand theories and models of addiction related to substance use as well as behavioral process addictions.	5. A.1.b	Class Discussion Assigned Readings Self-Exploration Paper Movie Review with Case Summary

Understand the principles and philosophies of addiction-related self-help.	5.A.1.c	Assigned Readings Class Discussion Movie Review with Case Summary Class Dialogue and Field Assignment Self-Exploration Paper
Demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	5.A.1.d	Movie Review with Case Summary Article Review and Presentation
Have knowledge of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.	5.A.1.e	Assigned Readings Class Discussion Movie Review with Case Summary Class Dialogue and Field Assignment Self-Exploration Paper
Identify the roles and settings of addiction counselors.	5.A.2.a	Assigned Readings Class Discussion Class Dialogue and Field Assignment Self-Exploration Paper
Recognize potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders.	5.A.2.b	Assigned Readings Class Discussion Class Dialogue and Field Assignment Self-Exploration Paper
Identify factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use Disorders.	5.A.2.c	Class Dialogue and Field Assignment Self-Exploration Paper Assigned Readings Class Discussion
Have a good knowledge of the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.	5.A.2.d	Class Discussion Assigned Readings Class Dialogue Article Review and Presentation
Understands the role of wellness and spirituality in the addiction recovery process.	5.A.2.f 5.A.2.h	Change Behavior Assignment Class Discussion Field Assignment Self-Exploration Paper

Knows classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.		Class Discussion Weekly Assigned Readings Movie Review with Case Summary Article Review and Presentation
Demonstrates knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	5.A.2.i	Movie Review with Case Summary Article Review and Presentation
Knows professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling.	5.A.2.k	Assigned Readings Class Group Experience Article Review and Presentation
Knows legal and ethical considerations specific to addiction counseling.	5.A.2.l	Movie Review with Case Summary Article Review and Presentation
Conducts assessment of biopsychosocial and spiritual history relevant to addiction.	5.A.3.b	Class Discussion Weekly Assigned Readings Final Change Behavior Outcome Assessment Self-Exploration Paper
Identifies techniques and interventions related to substance abuse and other addictions.	5.A.3.d	Class Group Experience Movie Review with Case Summary Article Review and Presentation
Knows strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.	5.A.3.f	Assigned Readings Class Group Experience Movie Review with Case Summary Article Review and Presentation
Identifies strategies for interfacing with the legal system and working with court referred clients.	5.A.3.h	Assigned Readings Motivational Interviewing Mock Session Article Review and Presentation

Understands neurobiological medical foundation and etiology of addiction and co-occurring Disorders.	5.C.1.d	Assigned Readings Class Group Experience Movie Review with Case Summary Article Review and Presentation
Recognizes potential for substance use disorders to mimic and/or cooccur with a variety of neurological, medical, and psychological disorders.	5.C.2.e	Class Discussion Assigned Readings Article Review and Presentation Self-Exploration Paper
Knows characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.	5.G.2.g	Assigned Readings Movie Review with Case Summary Class Dialogue and Field Assignments
Recognizes common medications that affect learning, behavior, and mood in children and adolescents.	5.G.2.h	Assigned Readings Movie Review with Case Summary Class Dialogue and Field Assignments
Recognizes signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.	5.G.2.i.	Assigned Readings Movie Review with Case Summary Class Dialogue and Field Assignments
Identify community resources and referral sources.	5.G.2.k	Class Dialogue and Field Assignments Article Review and Presentation

Learner Outcomes: By the end of the semester, the student's learning outcomes will include:

- The ability to establish *therapeutic relationships* with clients struggling with addictions and understand stages of change.
- An understanding of the *etiology* of addictive behaviors.
- Awareness of various *assessment instruments*.
- Understanding the principles and guidelines of conducting an *intake interview*, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment.
- Understanding the need for treatment planning
- An ability to demonstrate adequate skill levels in *diagnosis* in addictions treatment.
- Being able to identify an *evidence-based practice*.
- Understanding the *impact of addiction on families and relationships*.
- Understanding the processes of *sustaining change and relapse prevention strategies*.

- Understanding the role of *spirituality* in recovery.
- Awareness of *ethical challenges* in addiction counseling such as self-awareness, self-care, boundaries; role conflicts; confidentiality; client focus versus system focus; stereotypes; social justice issues and diagnosis.
- Awareness of issues related to public policy, social justice and advocacy and understanding of the impact of historical trends, access, culture, money, legislation, stereotypes and the media on all aspects of addiction counseling.

Methods of Instruction: This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences, media information, reading, writing, experiential assignments, and research in addictions will be utilized as appropriate.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Confidentiality: This counseling course requires that learners maintain absolute confidentiality regarding all personal information shared by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate. Any breach of confidentiality or respect will be considered as a serious ethical and professional violation and will not be tolerated. Confidentiality as evidenced in the current ACA codes will be followed.

Course Requirements/Assignments and Student Performance and Evaluation Criteria and Procedures:

Students will be expected to maximize opportunities to expand both knowledge base and practice skills in addictions. Activities will be designed to facilitate the understanding and intervention with addictions issues. Students will be expected to participate in class discussions and complete written and reading assignments.

1. **Attendance and Participation (10 points).** Attendance and active participation in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your final grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

2. **Professionalism (10 points):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Evaluation Criteria for this assignment include following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

3. **Abstinence Assignment and Groups (20 points; 4 points for each journal. 2 points will be deducted from total at the end of the semester per unexcused missed group).** This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., internet use, playing video/computer games, watching television, cell-phone usage, or social media) for the **duration of the semester**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. Food restrictions outside of caffeine or alcohol are not permitted.

Every other week, for the last 40 minutes of class, we will be conducting addiction process groups. You will be split into groups based on what you have given up (substance or behavior) and participate in a group self-help session. You will discuss ease and difficulty of abstaining, relapses, motivations, feelings, thoughts, and overall experiences in this process. Every other week, you will journal about your experience in the group (1-2 pages; 2 pages **maximum**). While groups inherently cannot guarantee confidentiality, you are highly encouraged to respect the privacy of your classmates and not discuss anything from group outside of class.

4. **Addiction in the News Articles (15 points).** Each student will be required to find **one** relevant article in the news that relates to addiction in some way. This need not be a scholarly article. The student will then post the article (or link to the article) on D2L the **ONE WEEK** before it is due to give your classmates time to read it. Articles within the last 3-5 years are encouraged. The objective of this assignment is to share how addicted individuals are viewed more broadly and perhaps be exposed to treatment programs for addicted individuals more broadly. On your assigned week you should be prepared to

discuss your article with the class. Other students may be asked to help summarize and/or react to the article. This will be worth 7.5 points for both the presentation of your article and your participation with other articles.

5. **Final Change Behavior Outcome Assessment (15 points) (APA).** The change behavior selected is the focus of this **three-page-double spaced** and will answer the following questions (one point each):
1. What was it like to commit to change (readiness for change)?
 2. How difficult was it to make this change (withdrawal/ treatment acceptance)?
 3. How difficult was it to be honest (treatment acceptance)?
 4. Will you plan to continue with this change behavior? If yes, what will you do (specific actions) to maintain a post “treatment” change behavior? If no, what are your reasons for not continuing?
 5. Identify your vulnerabilities to not continuing the change (relapse potential)/ or why not continuing is in your best interests?
 6. Identify ways to stay motivated (recovery environment/emotional conditions/ physical health).
 7. What did you learn about yourself this process?

Evaluation Criteria for this assignment include demonstrating a genuine effort to assess self, change, and understand the challenges and barriers a person faces once they leave or finish treatment as well as identify the importance of an action plan following treatment completion.

6. **Movie/Case Summary (25 points) (APA):**

****Key Assessment**** Please upload to livetext before 4:30pm on the day your group is set to present. Each group member must upload a copy of their presentation on their own livetext accounts.

Students will work in groups of 4-5. Students shall choose one movie of their choice that depicts some aspect of addictions or wellness and will present a 30-35 minute presentation that includes the following:

- your impressions of the movie related to addictions, interventions, stigmas, and/or recovery.
 - Briefly describe the character and setting. Critically evaluate how the media presents addictions and how a media experience might influence theory, attitude, and/or interventions
- a brief diagnosis and justification for choosing (or not giving one!) (1 points).
- demonstrate, if you need to, appropriate screening for substance abuse, aggression, danger to self/others & co-occurring diagnosis (2 points).
- identify the stage of dependence, change, and/or recovery the client is in (1 points).
- determine an initial treatment plan with initial counseling strategies you will use (2 points).

A Few Movie Options:

21 Grams	Gia	Reefer Madness 1936
28 Days	Gridlock'd	Requiem for a Dream
Affliction	High Art	Rush
Altered States Ken Russell (1980)	I Am	Shrink-Kevin Spacy
Angel A	Ira and Abby	Side Effects
American Gangster	The Judge	Sideways
Barfly	Kids	The Smartest Guys in the Room
Basketball Diaries	The Kids Are All Right	Spun
Blow	Leaving Las Vegas	St Vincent
The Boost	Less than Zero	Studio 54
Clean and Sober	Life as a House	Thank You for Smoking
Crash	A Love Song for Bobby Long	Thanks for Sharing
Crips and Bloods: Made in America (2008)	My Name is Bill W	Thirteen
Days of Wine and Roses	Narc	To Write Love on her Arms
Disconnect	Nowhere	Traffic
Drugstore Cowboy	On the Outs	Trainspotting
Easy Rider	Party Monster	True Grit
Enron	Pay It Forward	What the Bleep
Fear and Loathing in Las Vegas	Permanent Midnight	When a Man Loves a Woman
Ferocious People	Prozac Nation	Who's Afraid of Virginia Wolfe?
The Fighter	Pulp Fiction	Winn Dixie

7. Field Assignment (10 points; APA; Choose 1).

1. Attend an online or in-person substance abuse/addiction support group meeting. Examples include Alcoholics Anonymous, Narcotics Anonymous, AlAnon, etc. The meeting you attend must be an open meeting. Please make sure that you do NOT attend a meeting that is a closed meeting. Once you attend your chosen meeting, write a 3–5-page reflection paper on your experience, incorporating relevant information learned in class and readings.
<https://alcoholicsanonymous.com/aa-meetings/tennessee/clarksville-tennessee/>
2. Develop a group activity. Psychoeducation and support groups can be a big part of recovery. Design an intervention or activity that could be used in a group setting. Write a 3–5-page APA style paper describing your activity, the rationale

for its development, participants' roles etc. Please include at least three (3) scholarly references.

3. Design a community-based program for individuals in recovery. Support from one's community can be a critical component. Develop a program that can offer support or resources for this population. Write a 3–5-page APA style paper describing your program proposal. Please include at least three (3) scholarly references. Possible ideas include:
 - Peer support groups
 - Employment training and support
 - Childcare for parents navigating recovery
 - Preventative education programs
 - Health promotion programs
4. Design your own field assignment. Develop your own field assignment. Your experience must include some kind of practical/ real-world component. Support your assignment's potential efficacy with at least three (3) scholarly references. Write a 3–5 page APA style paper describing your experience. Reach out to the instructor for approval.

****It is important that all written work meets the academic standards of Master's level student using APA 7th edition formatting. If you feel you need assistance with your writing please contact the Writing Lab at the Academic Support Center in the Marks Building, Room 122 (phone# 221-6553).***

Grading Standards: What you may share as a class member is not evaluated. However, your participation classroom discussion and activities as a class member are essential to you and your peers' learning process.

Assignment	Value
Attendance and participation (5 points off each class missed)	10 points
Professional Behavior	10 points
Addictions in the news article discussion	10 points
Abstinence Group and Journal: 10 pages (double spaced) each 2 points	20 points
Final Change Behavior Outcome Assessment-3 pages/double spaced (APA)	15 points
Movie Review/Case Summary presentation (APA)	25 points
Field Assignment	10 points
TOTAL	100 points

Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F= 59% or below

You may ask the instructor about your grade/standing in the class at any time.

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations.

Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Tentative Course Schedule

The instructor may make changes to the syllabus as the course proceeds.

January 16:

Overview and Introduction

Syllabus & Overview of Course

Course Expectations

Form groups for movie presentations (4-5 members)

Defining Addiction/Addiction Related Stigmas & Self-awareness

Assignment Due:

Writing: Choose and write about your change behavior—What is the behavior? What and how is this an important change for you? How will this enhance your life? When you think of your change behavior how do you anticipate tolerance and withdrawal showing up? (Due January 23)

Reading: Cavaiola et al., (2021) – Chapter 1

(CACREP 5.A.1.a; 5.A.2.a; 5.A.2.c; 5.A.2.l; 5.A.3.h)

January 23:

Overview and Introduction
 Syllabus & Overview of Course
 Course Expectations
 Form groups for movie presentations (4-5 members)
 Defining Addiction/Addiction Related Stigmas & Self-awareness

Etiology of Addictions
 Multicultural Considerations in Addiction Treatment

Assignment Due:

Submit what behavior you will change or substance you will abstain from to D2L

Reading:

Cavaiola et al., (2021) – Chapters 2 and 14
 Rogers et al., (2018) article (*In D2L folder for 1/23/24)

(CACREP 5.A.1.b; 5.A.1.c; 5.A.1.d; 5.A.1.e)

January 30:

Neuroscience and Addiction

Assignment Due: **Begin Abstinence Assignment**

Addictions in the news article discussion 1: Madisen Blackwell
Addictions in the news article discussion 2: Mackenzie Cook

Writing:

Reading: Cavaiola et al., (2021) – Chapter 3

(CACREP 5.A.1.b; 5.A.1.c; 5.A.1.d; 5.A.1.e)

February 6:

Substance Use Disorders and Case Management
 Abstinence Groups

Guest speaker: Alexander Fields, M.A., NCC

Topic: Harm Reduction Practices

Watch the recorded lecture on D2L

Assignment Due: **Abstinence Groups Begin**

Addictions in the news article discussion 1: Ally Davis
Addictions in the news article discussion 2: Colton Hatch

Writing:

Reading: Cavaiola et al., (2021) – Chapter 4

(CACREP 5.A.1.f; 5.A.2.c; 5.A.2.e; 5.A.2.i; 5.A.3.a.; 5.A.3.b; 5.A.3.c; 5.A.3.g)

February 13:

Assessment/Diagnosis and Treatment Planning
Levels of Care

Assignment Due:

Addictions in the news article discussion 1: Jessica Witt

Addictions in the news article discussion 2: Natalia Ricks

Addictions in the news article discussion 3: Elene Martinez

Writing:

Reading:

Cavaiola et al., (2021) – Chapter 5
ASI and ASAM guidelines
DSM 5-TR on substance abuse diagnosis

(CACREP 5.A.1.f; 5.A.2.c; 5.A.2.e; 5.A.2.i; 5.A.3.a.; 5.A.3.b; 5.A.3.c; 5.A.3.g)

February 20:

Individual Counseling Techniques
Group Counseling Techniques
Family Counseling Techniques
Abstinence Group

Assignment Due:

Addictions in the news article discussion 1: Bianca Browne

Addictions in the news article discussion 2: Lisa Jackson

Writing:

Reading: Cavaiola et al., (2021) – Chapter 6, 7, 8

(CACREP 5.A.1.b; 5.A.1.e; 5.A.2.b; 5.A.2.i; 5.A.3.d)

February 27:

Addictions Treatment
Motivational Interviewing

Assignment Due:***Addictions in the news article discussion 1: Marty Caltabiano******Addictions in the news article discussion 2: Sara Belk******Addictions in the news article discussion 3: Gray Booker******Writing:*** Abstinence Journal 2 due***Reading:***

- Cavaiola et al., (2021) – Chapter 9
(CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)

March 5: *SPRING BREAK---No Class***March 12:**

Process Behavior Change over Spring Break

Addiction and Families

Addiction in Schools

Abstinence Group

Guest Speaker: Shelby Gonzales, PhD***Topic: Addictions in Schools*****Assignment Due:*****Addictions in the news article discussion 1: Tiya Douglas******Addictions in the news article discussion 2: Brandon Morris******Writing:*** Abstinence Journal 3 Due***Reading:***

- Article assigned on D2L

(CACREP 5.A.1.c; 5.A.2.f; 5.A.2.g; 5.A.3.g)

March 19:

Co-occurring Disorders

Behavioral Addictions

practice assessment for co-occurring disorders

Guest Speaker: David Cromer, M.D.***Topic: Medical Complications Related to Substance Use******Writing:*** Abstinence Journal 3 Due**Assignment Due:**

Addictions in the news article discussion 1: Caroline Hansrote
Addictions in the news article discussion 2: Bailey Perry

Writing:

- Field Assignment Due

Reading: Cavaiola et al., (2021) -- Chapters 11 and 12

(CACREP 5.A.2.d; 5.A.2.e; 5.A.2.f; 5.A.2.g; 5.A.2.h; 5.A.2.i; 5.A.2.j; 5.A.3.d; 5.A.3.e;
 5.A.3.f; 5.A.3.g; 5.A.3.h)

March 26:

Relapse Prevention & Self-Help Groups
 Relapse Prevention
 Abstinence Group

Assignment Due:

Addictions in the news article discussion 1: Kaylee Walters
Addictions in the news article discussion 2: Cassandra Tolon

Writing:

Reading:

Cavaiola et al., (2021) Chapter 10
 AA The Big Book Chapter TBD.

(CACREP 5.A.2.d; 5.A.2.e; 5.A.2.f; 5.A.2.g; 5.A.2.h; 5.A.2.i; 5.A.2.j; 5.A.3.d; 5.A.3.e;
 5.A.3.f; 5.A.3.g; 5.A.3.h)

April 02:

Exploring Long-Term Recovery
 Spirituality & Addictions Treatment

Guest Speaker: Nathan Payne

Topic: How to Be a Recovery Ally

Assignment Due: Field Assignment Due on Sunday, April 9th

Addictions in the news article discussion 1: DaeJanae Morris
Addictions in the news article discussion 2: Aliaa Soliman
Addictions in the news article discussion 3: Alex Hartley

Writing: Abstinence Journal 4 due

Reading:

April 09: Group Movie Presentations

Group:

Group:

Abstinence Group

Assignment Due:***Addictions in the news article discussion 1: Kathryn Schmittou******Addictions in the news article discussion 2: Becky Farraca***

(CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)

April 16: Group Movie Presentations

Group:

Group:

Group:

Writing:

Abstinence Journal 5 due

(CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)

April 23: Class Wrap - up / Potluck..... Celebrating Change Behavior Journey

Talk about counselor self-care

Abstinence Assignment Ends at class time 😊

Assignment Due:

(CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)

April 30: Finals Week**Assignment Due:*****Writing:*** Final Change Behavior Outcome Assessment (3 pages) **due by 11:59pm**

Scoring Rubric for Movie/Case Summary Key Assessment

Element	Proficient (4-5 pts.)	Satisfactory (2-3 pts.)	Needs Improvement (1 pts.)	Inadequate (0 pts.)
Critically evaluate how the media presents addictions and how a media experience might influence theory, attitude and/or interventions CACREP-2016.5.A.3.a.	Presentation includes a thoughtful description of how the media portrays addictions, and also includes how the media might influence 1) theory, 2) attitude, 3) interventions.	Presentation includes a thoughtful description of how the media portrays addictions, and also includes how the media might influence two of the following 1) theory, 2) attitude, 3) interventions.	Presentation includes a thoughtful description of how the media portrays addictions, and also includes how the media might influence one of the following 1) theory, 2) attitude, 3) interventions.	Presentation does not include a thoughtful description of how the media portrays addictions, and also fails to discuss how the media might influence any of the following 1) theory, 2) attitude, 3) interventions.
Diagnosis and justification CACREP-2016.5.A.3.a. CACREP-2016.5.A.2.i.	Presentation includes a thoughtful diagnosis of the presenting addiction including justification per DSM-5 criteria.	Presentation includes a thoughtful diagnosis of the presenting addiction including justification but does not cite any DSM-5 criteria.	Presentation includes either a thoughtful diagnosis of the presenting addiction and justification per DSM-5 criteria, but not both.	Presentation does not include a thoughtful diagnosis of the presenting addiction including justification per DSM-5 criteria.
Demonstrates appropriate screening methods for diagnosis CACREP-2016.5.A.3.a. CACREP-2016.5.A.2.i. CACREP-2016.5.A.2.j.	Describes screening methods used to arrive at diagnosis with attention to both appropriateness for the context and multiculturalism	Describes screening methods used to arrive at diagnosis with attention to either appropriateness for the context and multiculturalism	Describes screening methods used to arrive at diagnosis with no attention to appropriateness for the context and multiculturalism	Fails to describe screening methods used to arrive at diagnosis
Identify stage of dependence, change, and/or recovery of client CACREP-2016.5.A.1.b.	Adequately describes the stage of dependence, change, and/or recovery of the client with attention to both developmental and multicultural implications.	Adequately describes the stage of dependence, change, and/or recovery of the client with attention to either developmental and multicultural implications.	Adequately describes the stage of dependence, change, and/or recovery of the client with inadequate attention to developmental and multicultural implications.	Does not adequately describe the stage of dependence, change, and/or recovery of the client.

<p>Determine initial treatment plan with initial counseling strategies you will use CACREP-2016.5.A.1.d CACREP-2016.5.A.3.a CACREP-2016.5.A.3.h</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines three counseling approaches to achieving the goals of the treatment plan AND includes considerations for interfacing with the legal system</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines two counseling approaches to achieving the goals of the treatment plan</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines no more than one counseling approach to achieving the goals of the treatment plan</p>	<p>Does not describe a complete treatment plan and pays no-minimal attention to counseling strategies.</p>
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