



University of North Carolina at Pembroke
College of Health Sciences
Department of Counseling

Accredited by:

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)

CNS 5900: Issues in Addiction Counseling

Stephanie Robinson, PhD, LCMHC-S, LCAS, CCS, AADC,
NCC

Asynchronous Online Meetings

Location: Canvas

Office Hours: Tuesday from 10:00-12:00 (via Zoom),
Wednesday from 10:00-1:00 at CFCC Library, and by
appointment.

Spring 2024

Office Phone: 910-521- 6663

Office: #341, SOE

Stephanie.Robinson@uncp.edu

Course Description:

This 3- credit online course will provide students with an overview of the issues associated with counseling clients with substance-related and addictive use disorders. This course will focus on counseling individuals with addiction issues utilizing a variety of treatment methods, to include systemic interventions. Course content includes: historical foundations of addiction, psychological and physiological effects of commonly abused substances and process addictions, various theoretical etiologies of addiction, prevention, diagnosis, and an overview of multiple treatment strategies for individuals, couples, families, and groups.

Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program

Course Objectives:

Upon completion of this course, students will be:

- familiar with the history and philosophy of addictions counseling
- able to appropriately apply addiction counseling theories and treatment approaches to conceptualize clients through a multicultural lens
- able to assess and diagnose substance-related and addictive use disorders
- familiar with the systemic and sociocultural impact on individuals with substance-related and addictive use disorders

Required Textbook:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Capuzzi, D. & Stauffer, M. (2020). *Foundations of Addictions Counseling*. (4th ed).
Pearson Education, Inc.

Instructional Strategies and Course Administration Information

This course is delivered in an online asynchronous format. Teaching methods include online lectures, discussion posts, video case examples, instructional films, and experiential activities. Some web-enhanced instruction is offered including supplemental online class tools, assignments and participation out of class for some assignments. It is important that students connect through UNCP tools such as checking their Bravemail account regularly and the course Canvas site for announcements and information pertaining to class.

Students should expect to spend approximately 2- 4 hours a week outside of class in preparation for this course. This time should be spent completing assignments, completing required readings, and preparing for class meetings.

Please ensure you meet the following minimum technical requirements for the course:

- Adobe *Acrobat* Reader for viewing PDF documents
- Microsoft *Word* for creating/opening word-processed documents
- Microsoft *PowerPoint* for creating a presentation
- Access to the Internet, ideally with high-speed connection (not dial-up)
- Ability to access your UNCP student *Bravemail* (e-mail) account and course *Canvas* site

**Technical support for Canvas is available 24/7 at 1.910.521.6260.*

Learning Outcomes and Assessment:

Learning Outcomes	Students will be able to:	CACREP Standard Tasks and Activities	Assessment Method
1. describe theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	II.G3.g	Support Group Meeting, Alternative Approach to Treatment Assignment, Treatment Plan, and Modules	Support Group Meeting Attendance and Posts, Treatment Plan Rubric, and Modules
2. know the disease concept and etiology of addiction and co-morbid disorders	CMHC.C4	Support Group Meeting Posts, Treatment Plan, Abstinence Project, and Modules	Support Group Meeting Attendance and Posts, Alternative Approach to Treatment Handout, Modules
3. recognize the potential for substance abuse disorders to mimic and coexist with a variety of medical and psychological disorders	CMHC.A6	Treatment Plan	Alternative Approach to Treatment Handout, Modules, Treatment Plan
4. provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders	CMHC.D8	Treatment Plan and Modules	Alternative Approach to Treatment Handout, Modules, Treatment Plan

5. know the principles, models, and documentation formats of biopsychosocial case conceptualization, and treatment planning.	CMHC.C7	Abstinence Project, Treatment Plan, Modules	Modules and Treatment Plan
6. identify standard screening and assessment instruments for substance use disorders and process addictions.	CMHC.G4	Treatment Plan and Modules 3	Alternative Approach to Treatment Handout, Modules, Treatment Plan
7. apply the assessment of client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	CMHC.H4	Treatment Plan and Modules 2-5	Modules and Treatment Plan
8. know the impact of comorbid substance use disorders on medical and psychological disorders.	CMHC.K3	Treatment Plan	Support Group Meeting Attendance and Posts, Modules, Treatment Plan
9. knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs	SC.G2 12-	Support Group Meeting Posts, Module 8, and Treatment Plan	Support Group Meeting Attendance and Posts, Modules, Treatment Plan

UNCP Teacher Education Conceptual Framework

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Relationship of Course to the Conceptual Framework

This specialty course aims to prepare students for work as a professional counselor in schools and mental health settings. Specifically, students learn how to utilize the tools and skills of a professional counselor in schools and mental health settings to serve all students, demonstrating a commitment to public education. Students also become competent practitioners knowledgeable of academics, socio-emotional health, and career development and are willing to collaborate with all stakeholders in an effort to effect student success.

Teacher Education Standards addressed in this course

North Carolina Professional School Counseling Standards

Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- School Counselors demonstrate leadership in the school.
- School Counselors enhance the counseling profession.
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

Standard 4: School Counselors Promote Learning for All Students

- School Counselors know how students learn.
- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors help students develop critical thinking and problem-solving skills.
- School Counselors use and promote effective listening and communication skills.

Student-Instructor Communication:

All pertinent information will be communicated via Canvas and email. Students are expected to log in to Canvas and to check your UNCP email accounts regularly. Please make sure your email account and Canvas are working properly.

UNCP Class Attendance Policy (UNCP Catalog)

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. **Students are expected to participate in every class beginning with the first session.** The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Center for Academic Excellence for appropriate follow-up.

Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

Confidentiality

Information shared in this class by students is expected to remain confidential indefinitely. If a student has concerns about any student's safety or conduct, contact the instructor immediately.

Plagiarism

All assignments, (such as reflections, discussion board posts, essays, papers, and exam responses) should be students' original work and include proper use of documentation and citations. **All instances of verified plagiarism will be referred to The Office of Student Conduct for an Academic Honor Code violation without exception.** Possible penalties for plagiarism include failure on the assignment, failure for the course, and dismissal from the program. The academic catalog defines plagiarism as “intentionally or knowingly presenting someone else’s words or ideas as one’s own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).”

The 7th edition of the APA Manual defines plagiarism as “the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (APA, 2020, pp. 254).”

Your final paper will be run through TurnItIn software to check for plagiarism. Once you submit your paper in Canvas, you will have access to the TurnItIn Similarity report. Please review this report to ensure that you are not intentionally or unintentionally plagiarizing someone else’s work and edit/correct accordingly before your paper is graded. Improper citations could result in you plagiarizing so ensure that you are following APA 7th edition manual. Not knowing how to cite is not an excuse and could potentially still be considered plagiarism.

Personal Counseling

If students request personal counseling at any time, contact the UNCP Counseling Center at 910.521.6202. The UNCP Counseling Center provides free individual counseling to all currently enrolled students. I recommend that all counseling trainees experience personal counseling with a licensed practitioner early in their professional development.

Student-Created Materials on the Online System

As graduate students, you will be required to post your own work on the Canvas site. No student work will be retained in the course site, and no others will have access to it beyond the duration of the term. Please retain a copy of your original work if you would like to access it after the course ends.

I may post a student’s work on the Canvas site with that student’s written permission. No evaluative commentary or grade information may be included with student work if the work includes information identifying its creator. Students’ copyrights in their work shall be governed by the UNC Pembroke Copyright Policy. This policy also applies to student-posted messages in a Discussion Forum.

Please visit website for the following policies:

<https://www.uncp.edu/resources/academic-affairs/faculty-information-syllabi/universal-syllabus-addendum>

- ADA Statement
- Absences for University-Sanctioned Events
- Religious Holiday Policy
- Academic Honor Code
- Alternative Format Statement

Student Support Available through the UNCP Academic Support Center:

The Academic Support Center (ASC) embodies UNCP's commitment to students' academic success. ASC programs, offices, and resources form a comprehensive academic support network that can assist students as they find their ideal path and pursue their degree. The Tutoring Program provides free tutoring services to all UNCP students who need further assistance in currently registered courses. The Resource Learning Lab provides students with an opportunity to improve their academic readiness by utilizing computer software that improves academic skills. The Resource Learning Lab offers computer-based, self-paced tutoring in basic writing skills, from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. The ASC is located in the D. F. Lowry Building, Room 324 and can be reached via telephone at 910-521-6625.

Student Support Available through the University Writing Center:

The University Writing Center (UWC) staff works with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing. UNCP students from any course or department are welcome. Tutors work with students on all types of writing assignments. Students are welcome to use UWC computers to draft and revise their writing. Also, the UWC staff will assist students with word processing, Internet searching, research formatting, and other writing and research skills. Writing reference texts are also available. The UWC is located in the D. F. Lowry Building, Room 308 and can be reached via telephone at 910-521-6546.

Grading Policy of the UNCP Counseling Programs

The Counseling Programs faculty considers course grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or below will be subject to faculty review at the Student Progress Meeting held each semester (see Program Handbook for additional information).

Grading Scale

This course will use a points system for grading. The total number of points for this course is 200. The points required for A's, B's, and C's are as follows:

A= 180-200	B= 160-179	C= 140-159
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UNCP Graduate School Grading Procedures and Regulations

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

- A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.
- A grade of “B” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.
- A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see “Dismissal” section). *Excepted from this policy are students readmitted by the Graduate Appeals Committee.
- A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see “Dismissal” section). *Excepted from this policy are students readmitted by the Graduate Appeals Committee.
- A grade of “I” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements. The “P” grade is earned in designated courses and carries semester-hours credit. Credits earned are not counted in quality hours for quality point averages.
- A grade of “T” indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration. A grade of “W” indicates that a student officially withdrew from a course.
- A grade of “W” may be received only once for a specified course

Submission and Late Assignment Policy

Work is expected to be submitted on time. Assignments are to be submitted online on the date and time indicated in Canvas and the syllabus. **Weekly module assignments and abstinence journal entries will not be accepted after the due date. There are no exceptions to this policy.** Other assignments may be submitted late and will receive a grade but may not receive instructor feedback and comments. Assignments that are late for any reason will receive five (5) points off for each day that it is late, up to 5 days. **No work will be accepted after 5/2/2024- no exceptions.** Work that is emailed, or submitted otherwise, after class on the day that it is due will be considered late and subject to a deduction in the number of points received. Work that is submitted incorrectly will also be considered late and subject to late assignment policy.

In general, your assignments will be submitted on Canvas as Microsoft Word files in 12- point Times New Roman font. APA styled is required. **Do not upload your assignments as a PDF file.** If your file is not saved and uploaded a word document, or in any other way does not conform to the assignment's instructions, the assignment will be considered late until it is submitted in the indicated format. I recommend that before you type any work directly into a Canvas page that you first create a draft document that you save to your hard drive and email to yourself. This creates at least two back-up copies of your work in the event that Canvas crashes. Technical support for Canvas is available 24/7 at 1-844-864-5302.

Course Requirements

Students should make themselves aware of calendar deadlines to complete assignments in a timely manner.

1. **Appropriate Language and Terminology (required for assignments beginning after 1/21/2024).** As counselors, it is an ethical mandate and obligation to view our clients holistically and through a non-judgmental lens. We rely on research, theory, and evidence to inform the care we provide and techniques we utilize. We view our clients through a person-first perspective, meaning they are not their mental health issue. They struggle with mental health issue(s), to include addictive use disorders. We view our clients as having the ability to grow, change, and accomplish their wellness goals, and we assist them on their path by focusing on empowerment and their strengths (not weaknesses or defects). This focus on wellness separates professional counselors from other helping professionals in other fields. Regardless of what language and terms others use when referencing substance-related and addictive use disorders, we must not use these harmful terms. It is for these reasons, that we will refrain from using terms like *addict*, *user*, *abuse*, *abuser*, *drug dependent*, *alcoholic*, *alcoholism* (i.e., possessing traits of an alcoholic), etc. Proper terms are: *individual with a substance use disorder (opioid use disorder, alcohol use disorder, etc.)*, *addiction treatment*, *addiction counseling*, *treatment for substance use disorder*. We will use proper, less harmful terms regardless of what we may read or hear throughout this chapter. If you attend a meeting and a client calls themselves and *addict*, that is not for us to adopt. If you read an article that uses outdated language, view this as an example of how we have grown and progressed or how we need to grow and progress.

Beginning with all assignment after 1/21/2024 (time allowed to get acclimated to language), it is expected that all students in this course use appropriate language and terminology when referring to individuals with addictive and substance use disorders and when discussion the application of addiction treatment. Under Syllabus and Other Docs, you will see *ASAM Change in Language* and *Words Matter* documents. Please read these documents fully and refer to the many lectures and discussions around this important topic. 0.5 points will be deducted for the use inappropriate language and terms. Reach out to me if you have any questions.

2. **Module Participation (75 points):** Each weekly module will have discussion boards, quizzes, case conceptualizations, and other activities to facilitate learning for that week's objectives. Modules are worth 5 points each and are due by Sunday at 11:59

p.m. each week. Be sure to read and view all class resources for each week. **Late modules will not be accepted.** Points will be deducted if appropriate language and terminology are not used.

(CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)

3. **Support Group Meeting Experience (20 points):** Each student will attend two different support group meetings (SMART Recovery, AA, Al-Anon, NA, CA, HA, etc.) throughout the semester and post a 5-7 sentence reflection of their experience in Canvas. **One support group should be an in-person meeting and the other meeting you attend should be an online support group meeting.** Please maintain confidentiality of the meeting by omitting any identifiable information of the group members in your reflection. Points will be deducted if appropriate language and terminology are not used. *(CACREP: F.3.d, 5.C.2.j., 5.C.2.l., 5.C.3.b., 5.C.3.d., 5.C.3.e.)*

Points to consider:

- Make sure the meeting you attend is an open meeting (as opposed to a closed meeting).
- If you are in recovery and regularly attend a support group meeting of any kind, it is expected that you attend different types of meetings (i.e., if you attend AA meetings, you could attend an Over-Eaters anonymous and Al-Anon meeting).
- I will not help you locate online meetings. You are to figure out how to navigate this process in the same manner your clients will have to when they begin their recovery process/journey.
- Be honest about why you are attending the meeting. Do not state that you are in recovery if you are not. If asked to introduce yourself to the group, simply state that you are there to learn more about twelve-step meetings.
- Do not take notes during the meeting. You are attending as an observer.
- Most importantly, be considerate of the people you meet during this experience and respect their privacy and right to autonomy.

4. **Abstinence Project and Journal (25 points):** Each student will engage in this experiential activity by giving up one “addiction” for five (5) weeks and journaling about the experience each week. See course schedule for beginning and end dates for this assignment. Each weekly journal submission should not exceed one page in length and is due by Sunday at 11:59 p.m. each week of this project (see course scheduled). The journal submission should reflect ease or difficulty in maintaining abstinence, internal and external triggers that may surface, potential effects on self and/or interpersonal relationships because of abstinence, unintended and/or unforeseen effects of maintaining abstinence. If unable to maintain abstinence, why? What happened? What type of support or different approach would have been helpful? Points will be deducted if appropriate language and terminology are not used. *(CACREP: F.3.d.)*

Points to consider:

- Your grade is based solely on your journal being submitted on time and whether you followed the one-page maximum guideline. **Journal entries will not be accepted late.**
 - Your grade is not tied to maintaining “abstinence.”
- Do not submit your journal at the beginning of the week. This journal entry should be a reflection of each weekly experience. At the earliest, a journal entry for the week could be submitted on a Friday but no later than Sunday (11:59 pm) of that week.
- Choose something to abstain from cautiously. This assignment should somewhat mirror a fraction of the experience (and any potential discomfort) an individual with an addictive use disorder may experience. It should not be so unsettling that it causes you to need to seek immediate treatment or assistance.
- If you feel as though you are experiencing significant negative emotional discomfort as a result of this activity, please rely on your support system (your personal counselor, family, etc.) and please contact me.

5. **Addiction Treatment Article Review (30 points):** Each student will review one (1) peer-reviewed article from a counseling journal (e.g., *Journal of Counseling and Development*, *Journal of Addiction and Offender Counseling*, *Journal for Specialists in Group Work*, etc.) that describes a treatment approach for addictive use disorders. You must select an article from a counseling journal, and the article must be less than 10 years old. To find counseling journals, see [ACA website](#). You can select any form of treatment or modality to report on (e.g., Micro-dosing, CBT, Mindfulness, exclusively 12-step, Narcanon, Ayahuasca, the use of crystals, etc.). You should research and report on one (1) treatment approach that is detailed and described in one (1) article for the treatment of substance use disorders. Students will write a **4-to-5-page paper**, which should include a title (page 1) and reference page (page 4 or 5) that summarizes the article, study, participants, and treatment approach. 5 points will be deducted for papers exceeding 5-pages in length. Your reference on your reference pages should be the article you researched and should strictly comply with APA 7th edition formatting guidelines (see the inside of the back cover page of the APA 7th edition manual). The information included in your paper should align with the paper headings provided below.

- Overview of treatment approach
 - This should include techniques, skills, or specific training needed
- Participants/population and setting (if applicable)
- Efficacy of approach
 - You can report on findings if the article is an overview of a study
- Strengths and limitations

Use the main bullet points above as subheadings for your paper. You should have 4 subheadings.

Use APA 7th edition, student paper submission guidelines for formatting your paper. A title page and reference page are required for this assignment. Points will be deducted if appropriate language and terminology are not used. Please reach out to me if you have any questions about this paper. You will not have the opportunity to redo

this paper or make edits to increase your grade once it has been graded. Sample guidelines, a template, and the rubric are posted in Canvas (see also Appendix B).

- 6. Final Exam (50 points):** Students will complete an online quiz in Canvas that covers every chapter from your textbook. (CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)

**Work outside of class statement: Expect appx. 2-4 hours of work outside of class a week for readings and assignments. Make sure you have checked Canvas for the week.*

Assignment	Points
Module Participation (15 x 5)	75
Support Group Meeting & Reflection (2 x 10)	20
Abstinence Project & Journal (5 x 5)	25
Addiction Treatment Article Review	30
Final Examination	50
Total Points	200

Tentative Course Schedule

Class Weeks & Module Due Dates	Topic	Chapter, Module, & Assignment
Week 1 1/8-1/14	Syllabus Review APA 7 th Edition Training Video History and Etiological Models of Addiction (CACREP: F.3.d)	APA 7 th Edition Training Video Attestation Ch. 1- Module 1 Module Due- 1/14
Week 2 1/15-1/21	Professional Issues in Addictions Counseling Begin Abstinence Project (CACREP: F.3.d, 5.C.2.a., 5.C.2.j., 5.C.2.l., 5.C.3.d., 5.C.3.e.)	Ch. 4- Module 2 Module Due- 1/21 Abstinence Journal Week 1 Due: 1/21
Week 3 1/22-1/28	Substances of Addiction (CACREP: F.3.d, 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 2- Module 3 Modules Due- 1/28 Abstinence Journal Week 2 Due: 1/28
Week 4 1/29-2/4	Process Addictions (CACREP: F.3.d, 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 3- Module 4 Module Due- 2/4 Abstinence Journal Week 3 Due: 2/4
Week 5 2/5-2/11	Assessment Assessment & Diagnosis (CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 5 & 6- Module 5 Module Due- 2/11 Abstinence Journal Week 4 Due: 2/11
Week 6 2/12-2/18	Treatment of Comorbid Disorders (CACREP: 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c.)	Ch. 9- Module 6 Module Due- 2/18 Final Abstinence Journal Week 5 Due: 2/18

Week 7 2/19-2/25	Motivational Interviewing (CACREP: F.3.d, 5.C.1.c., 5.C.2.a., 5.C.2.d., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.d.) Theoretical Approaches to Treatment (CACREP: F.3.d, 5.C.1.c., 5.C.2.a., 5.C.2.d., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.d.)	Ch. 7 & 8- Module 7 Module Due- 2/25
Week 8 2/26-3/3	Group Counseling for Substance Use Disorders (CACREP: F.3.d, 5.C.1.c., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 10- Module 8 Module Due- 3/3
3/4-3/10	No Class	Spring Break
Week 9 3/11-3/17	Inpatient and Outpatient Treatment (CACREP: F.3.d, 5.C.1.c., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 20- Module 9 Module Due- 3/17
Week 10 3/18-3/24	12-step Approach to Treatment (CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.j., 5.C.2.l., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 12- Module 10 Module Due- 3/24
Week 11 3/25-3/31	Addiction and the Family (CACREP: F.3.d, 5.C.2.a., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 14- Module 11 Module Due- 3/31
Week 12 4/1- 4/7	Pharmacotherapy (CACREP: 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 11- Module 12 Module Due- 4/7
Week 13 4/8-4/14	Maintenance and Relapse Prevention (CACREP: 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 13- Module 13 Module Due- 4/14 Last Support Group Meeting Post Due: 4/14
Week 14 4/15-4/21	Addiction Prevention Across the Lifespan (CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.1.e., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.d., 5.C.3.e.)	Ch. 16- Module 14 Module Due- 4/21 Addiction Treatment Paper Due: 4/21
Week 15 4/22-4/28	Cross-Cultural Counseling in Addictions- Persons with Disabilities, Engaging Ethnic Diversity, Gender, Sex, and Addiction, and LGBTQ Affirmative Addictions Treatment (CACREP: F.3.d, 5.C.1.c., 5.C.1.d., 5.C.2.a., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.)	Ch. 15, 17, 18, & 19- Module 15 Module Due- 4/28
4/29-5/3	FINALS WEEK	Final Exam Due: 5/1

***This syllabus is subject to change as needed to meet course objectives. Student will be informed of any changes in writing through Canvas.**

Appendix
Discussion Post Rubric

	Levels of Achievements		
Criteria	Novice (1-2 points)	Competent (3 points)	Proficient (4-5 points)
Quality	Responds, but with minimum effort; does not demonstrate that the student understands the key concepts; There are several incomplete sentences and cases of poor grammar.	Appropriate comments and responds respectfully to other student's posting; somewhat demonstrates that the student understands the key concepts; most of the posting is written in complete sentences and with proper grammar	Appropriate comments; thoughtful, reflective, and demonstrates student understands key concepts; uses examples when appropriate and is free of grammatical errors; concretely connects with original posting.
Relevance	Posting is attached to the right discussion board, but does not clearly reflect the assignment; response does not add to the original posting.	Some reference but taken out of context, the reader would not understand; response adds somewhat to the original posting.	Clear reference to assignment or prior posting being discussed; response adds significantly to the original posting.
Contribution	Less than required number of postings. Does not further any discussions; does not contribute good suggestions to expand or improve the original posting.	Participates; contributes fair suggestions to expand or improve the original posting.	Furtheres the discussion with questions or statements that encourage others to respond; contributes good suggestions to expand or improve the original posting.