



Department of Counseling and Student Affairs

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Addiction Certificate Coordinator

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COURSE

CNS 637 Theories of Addictions. This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.

PURPOSE OF THE COURSE

This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

F. 3. HUMAN GROWTH AND DEVELOPMENT

d. theories and etiology of addictions and addictive behaviors

6. GROUP COUNSELING AND GROUP WORK

f. types of groups and other considerations that affect conducting groups in varied settings*

CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS

d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. CONTEXTUAL DIMENSIONS

e. potential for substance use disorders to mimic and/or co-occur with a variety of

KY EPSB

2.4.HUMAN GROWTH AND DEVELOPMENT

2.4.d. Theories and etiology of addictions and addictive behaviors.

2.7 GROUP COUNSELING AND GROUP WORK

2.7.f. Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups*.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

VanWormer, K.S. & Davis, D.R. (2017). *Addiction treatment: A strengths perspective* (4th edition). Belmont, CA: Brooks/Cole, Cengage Learning.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This class is intended to include online/ 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.

COURSE REQUIREMENTS

Web Course

Blackboard Discussion (24 points total)

Students are expected to read all posts. Prompts will be posted in the Discussion Board section of the course Blackboard site. All BBD postings must be completed within the given discussion period with around 250 words unless otherwise specified. A discussion period closes at 11:59pm on the date indicated. Late submissions are not accepted. Students will have two days to respond to a minimum of two other people's post (response post) by 11:59pm. Main posts are 5 points each, response posts are 3 points each.

Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If

the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post (3 points). For any given Blackboard discussion, students must submit at least one response to another student's main post. In order to earn credit for the response post, the entire discussion must be read. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Ted Talk- Watch the video clip and respond with your thoughts, feelings, and reactions.

Presentation Proposal- Create a presentation proposal following the provided format with a topic of your choice related to addiction.

Music Therapy- Identify a song from any genre. This song is chosen to use as a form of receptive music therapy technique. In music therapy, song selection is often based on the likeliness of matching a person's current condition or open up possibilities to explore new conditions. Write a brief (1 page) description of the song, why you chose it and with what client (population) you would use the song.

Abstinence & Change Behavior Project Experiential Exercise (21 points)

Students will engage in a 3-week (21 days) period of complete abstinence from a mood-altering substance (except prescribed medication[s]) or behavior change he/she wishes to commit to. Mood-altering substances include but are not limited to caffeine in any form, alcohol, narcotics, stimulants (including nicotine), and/or marijuana. Self-identified compulsive behaviors may also need to be eliminated for this three-week period (please discuss with professor). The change-behavior can include diverse choices such as giving up something (TV, Internet games, fast food, favorite food, clothes purchases, smoking, text messaging). Students are to complete journal entries of at least ½ a page each day during the stated period. Each entry should include struggles, successes, thoughts, feelings, physical reactions, sleep changes, impacts on others, how others assist or not and at least one sentence on **implications for counseling**. The goal of this activity is to have an experiential connection to the processes and challenges of change and choice and the impact of self-monitoring, motivation, awareness, and others. There will be times in class to do a group discussion of the change behavior experiences. Students are also expected to select and identify a peer in which **daily contact** (including email) is required for purposes of discussion abstinence program.

12-Step Meeting Reflection Paper (15 points) (CACREP Key Assessment Standard CORE 3.d.; 6.f., CMHC 2.e.; KY EPSB Key Assessment, Standard CORE 2.4.d., 2.7.f.)

This assignment is designed to help you explore the field of addictions treatment outside the classroom. Student will attend a minimum of three *different* 12-step based and/or support group meetings. Examples include: Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, 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. Students are to complete a **brief** reaction paper to each meeting or support group (no more than 3 pages covering all your visits!) and share *insights gained, feelings, thoughts, reactions, and comfort level*. Begin each paper with a paragraph describing the meeting or support group you attended and describe your own responses (review rubric for more details). Students should wait until after 10/3 to begin attending meetings to ensure that they have a better understanding of addiction. It is also advised that you allow sometime between meetings so that you can synthesize your experience over time.

Quizzes (40 points): Ten quizzes worth 4 points each will be given throughout the semester to assess the students' ability to integrate and apply knowledge obtained from online discussions, readings, lectures, and handouts during the semester. Quizzes must be taken by the due date indicated in the syllabus. Late quizzes will not be accepted.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Grades for the course are determined by the following:

A	90 - 100 of total points
B	80 - 89 of total points
C	70 - 79 of total points
D	60 - 69 of total points
F	59 and below

Occasionally the professor may offer available Professional Development opportunities to substitute course work. These opportunities are chosen because they are deemed to meet the given objective/s of the course.

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Course Schedule

Due Date	Activities/Readings	Assignments
9/2/18	Review Course Syllabus	Blackboard Introduction Change Behavior Topic Due
9/9/18	Chapters 1 & 2 <i>CACREP Standards: CORE 3.d.; KY EPSB Standard CORE 2.4.d.</i>	BB Quiz #1 Due Begin Change Behavior assignment
9/16/18	Chapter 3 <i>CACREP Standards: CORE 3.d.; CMHC 1.d.; 2.h.; KY EPSB Standard CORE 2.4.d.</i>	BB Quiz #2 Due Continue Daily Change Behavior Journal Assignment
9/23/18	Chapter 4 <i>CACREP Standards: CORE 6.f.; CMHC 1.d.; 2.e.; KY EPSB Standard CORE 2.7.f.</i>	BB Quiz #3 Due Continue Daily Change Behavior Journal Assignment
9/30/18	Chapter 5 <i>CACREP Standards: CORE 3.d.; 6.f.; 1.d.; 2.h.; KY EPSB Standard CORE 2.4.d., 2.7.f.</i>	BB Quiz #4 Due Change Journal Due
10/7/18	Chapter 6 <i>CACREP Standards: CORE 6.f.; KY EPSB Standard CORE 2.7.f.</i>	BB Quiz #5 Due Discussion Board Post #1 Due
10/14/18	Chapter 7 <i>CACREP Standards: CORE 3.f.; CMHC 2.e.; KY EPSB Standard CORE 2.4.f.</i>	BB Quiz #6 Due Begin 12 Step Groups
10/21/18	Chapter 8 <i>CACREP Standards: CORE 3.d.; 6.f.; KY EPSB Standard CORE 2.4.d., 2.7.f.</i>	BB Quiz #7 Due
10/28/18	Chapter 9 <i>CACREP Standards: CORE 6.f.; KY</i>	Discussion Board Post #2 Due

	<i>EPSB Standard CORE 2.7.f.</i>	
11/4/18	Chapter 10 <i>CACREP Standards: CORE 3.d. 6.f.; CMHC 2.e.; KY EPSB Standard CORE 2.4.d., 2.7.f.</i>	BB Quiz #8 Due
11/11/18	Chapters 11 & 12 <i>CACREP Standards: CORE 3.f.; CMHC 2.e.; MCFC 2.h.; KY EPSB Standard CORE 2.4.f.</i>	12 Step Reaction Paper Due
11/18/18	Chapter 13 <i>CACREP Standards: CORE 3.d.; KY EPSB Standard CORE 2.4.d.</i>	BB Quiz #9 Due
11/25/18	Thanksgiving Week	Enjoy the Break!
12/2/18	Course Wrap Up	Discussion Board Post #3 Due
12/5/18	Finals Week	BB Quiz #10 Due

**** Schedule subject to change at the discretion of Dr. Jenkins**

<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

College of Education and Behavioral Sciences

E-PASS Portfolio System

Students



Student Login

Portfolio Information



Definition of a Key Assessment

Faculty



Faculty Login

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 637, you are required to upload your *12-step Reflection Paper*. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS637 click on "View Critical Performances"
- You will see "Reflection Paper"
- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., paper with qualitative feedback)
 - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your document (this is similar to adding an email attachment)

KEY ASSESSMENT
CNS 637-12-Step Reaction Paper
Semester: Fall 2019 Grade: ____/15

Name: _____ Faculty Name: **Dr. Jenkins**
(CACREP Standards CORE 3.d.; 6.f., CMHC 2.e.)

Criteria	1 Point	2 Points	3 Points	4 Points
Attended 3 Different Support Groups <i>CACREP Standards CORE 6.f.</i>	Attended one support group.	Attended some support groups.	Attended all required support groups.	
Description of Meeting <i>CACREP Standards COR 6.f.</i>	Did not provide enough information to effectively describe setting and environment.	Somewhat discussed meeting setting and environment but requires more in-depth description.	Described meeting setting and environment but lacks detail.	Appropriately described meeting setting and environment at length.
Insights, Feelings, Thoughts, Reactions, and Comfort Level <i>CACREP Standards CORE 3.d., CMHC 2.e</i>	Did not provide enough insight, feelings, thoughts, reactions, and comfort level.	Limited description of insight, feelings, thoughts, reactions, and comfort level; requires deeper consideration.	Good discussion of insights, feelings, thoughts, reactions, and comfort level; but lacks detail.	Thoroughly discussed insights, feelings, thoughts, reactions, and comfort level.

Grammar and Spelling	Several grammar and spelling errors.	Minimal grammar and spelling errors.	Grammar and Spelling are sufficient, no errors.	
Length Requirement	Meets Length Requirement			

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