Course Description:

This course is intended to introduce students/professionals to the impact illicit substances have on individuals and the systems in which they live, how addiction progresses, and how counselors can help an individual who’s life has been affected by substances. In addition, other compulsive behaviors and their impact will be examined. By the end of this course, students will have a beginning understanding of how to identify, assess, and intervene with substance abusers and how to assist the individuals who care about them.

It is my belief that when considering all of the ways that people learn, the most important key to understanding is to make the learning meaningful in our own lives. As such, this course is designed to involve you, the student, as an active participant in the learning process. My hope is that together we can explore ways to make the material meaningful to you in the context of the work that you do or will do.

Course Objectives:

This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

Core Curriculum Knowledge Outcomes:
G. 3. Human Growth and Development
   g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

Clinical Mental Health Counseling Outcomes
Counseling, Prevention, and Intervention
C. Knowledge
   4. Knows the disease concept and etiology of addiction and co-occurring disorders
Assessment
G. Knowledge
   4. Identifies standard screening and assessment instruments for substance use disorders and process addictions
Use of Technology in Course Class:
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.

Students with Disabilities Who Require Accommodations
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic 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.

Academic Performance
As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses syllabi include a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that
there is an expectation that you should attend class regularly. Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it. Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment. Many of your graduate professors will require your assignments to be written in APA format, a professional writing style. Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ 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.

**Graduate Student Handbook**

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**Texts**


Outside readings.

**Course Requirements**

1. Because of the intensive nature of this course, attendance in each class and participation in class discussions and activities is required. Readings provide the foundation for in-class discussion and activities, and must be completed prior to each class meeting. *(20 Points)*

2. Abstinence Project – Choose one behavior, habit, or pattern that you would like to reduce, discontinue, or abstain from. By the end of the semester you will submit three brief reflections. The first will be a reflection on why you are choosing this particular behavior. For example; What has been the impact on your life? How motivated are you to make this change? How hopeful are you that you can change? What will be different if you do? The mid-term reflection will be reflections on your progress. When have you found it most challenging to continue? Where have you found support? What are you noting to be different? etc. The final reflection is
your overall impression of the process. Was it more or less difficult than you imagined? What would have made it easier? What have you learned that may be useful in your work as a counselor? All of your reflections should be holistic in nature. Consider the impact you physically, mentally, emotionally, socially, and spiritually. (5 Points per Reflection – 15 Total)

NOTE: You may choose to disclose the specific behavior that you are changing or not. If you do not wish to identify the behavior, choose a stand-in behavior (e.g. picking petunias) which you can use in your reflections.

3. Attend 2 (two) 12 Step Meetings – Submit a brief paper which outlines the type of meeting you attended, your observations of the process of the meeting (format will be provided). (If you are in recovery or have attended 12 Step meetings previously discuss alternative assignment with Dr. Sackett) (20 Points)

4. Reflections on Addiction - You will have three Reflections on Addiction due (May 17, 21, & 22). For each reflection, you will be asked to watch a video that portrays addiction in "real life" and asked to respond to several prompts following the video. The final reflection will be used as a critical performance. (5 Points per Reflection – 15 Total). Critical Performance Standards measured:
Clinical Mental Health Counseling Outcomes Counseling, Prevention, and Intervention
C. Knowledge 4. Knows the disease concept and etiology of addiction and co-occurring disorders.
Assessment G. Knowledge 4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

5. Motivational Interviewing Practice - Each week while covering MI, after practicing role plays in triads, the class will reconvene and one or more triads will be “on” for this live fishbowl role play. A volunteer client will be taken from the class who is not in the “on” triad. Individuals in the triad will take turns with this client in a role play practicing the MI techniques from that particular week. The rest of the class will serve as observers to this process, and will be asked to watch for certain skills and approaches, and to give feedback at appropriate times. The role play will be stopped occasionally for discussion with the class and live group supervision, and then will resume, implementing the feedback given. A video of final role play will used as a critical performance. (10 Points). Critical Performance Standard measured:
Core Curriculum Knowledge Outcomes:
G. 3. Human Growth and Development g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

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 3 points per each day late; assignments past due one week are not accepted.

Grading:
A 94-100 (75-80 points)
B 86-93 (69-74 points)
C 78-85 (62-68 points)
Below C is not acceptable for Graduate Level studies.
**Class Schedule**
(Dates and Topics may change as needed)

**May 14th**
Review Syllabus
Intro

**May 15th**
Nature of Addictions
Historical Perspective
Public Policy
vW& D 1-2, 13

*Clinical Mental Health Counseling Outcomes*
Counseling, Prevention, and Intervention

C. Knowledge

4. Knows the disease concept and etiology of addiction and co-occurring disorders

**May 15th**
Drugs
Self Injury
M&R 1-4
DUE: Abstinence Reflection 1

*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

*Clinical Mental Health Counseling Outcomes*
Assessment

G. Knowledge

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions

**May 17th**
Process Addictions
vW& D 4
MET Manual p. 1-6
DUE: Reflections on Addiction 1

*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

*Clinical Mental Health Counseling Outcomes*
Assessment

G. Knowledge

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions
May 21st
Strength Based Helping
Biological Interventions-
Mutual-Help Programs
vw&D 7
MET Manual 7-19
Guest Speaker
DUE: Reflections on Addiction 2

Core Curriculum Knowledge Outcomes:

G.3. Human Growth and Development
  g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

Clinical Mental Health Counseling Outcomes
Counseling, Prevention, and Intervention
C. Knowledge
  4. Knows the disease concept and etiology of addiction and co-occurring disorders

May 22nd
Strength-based
Prevention
Biological
vw&D 3,5, 12
MET Manual 20-36
DUE: Reflections on Addiction 3

Core Curriculum Knowledge Outcomes:

G.3. Human Growth and Development
  g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

Clinical Mental Health Counseling Outcomes
Counseling, Prevention, and Intervention
C. Knowledge
  4. Knows the disease concept and etiology of addiction and co-occurring disorders

May 24th
Families and Life Span
Co-Occurring Disorders
vw&D 6
MET Manual 37-38
DUE: Mid-term Abstinence Reflection

Core Curriculum Knowledge Outcomes:

G.3. Human Growth and Development
  g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

Clinical Mental Health Counseling Outcomes
Counseling, Prevention, and Intervention
C. Knowledge
  4. Knows the disease concept and etiology of addiction and co-occurring disorders

Assessment
G. Knowledge
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions

May 28th
Cultural Issues
Gender Issues
Ethical Issues - Certification
vW& D 8-9
MET Manual 39-41
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

May 29th
vW& D 10-11
MET Manual 44-46
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

May 31st
MI – Practice
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

June 4th
MI – Practice
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

June 5th
MI – Practice
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

June 7th
MI – Practice
DUE: Final Abstinence Reflection
DUE: Video of MI role play practice
*Core Curriculum Knowledge Outcomes:*
G. 3. Human Growth and Development
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

**Reflections on Addiction**

**Critical Performance Measurement**

<table>
<thead>
<tr>
<th>Final Reflection on Addiction</th>
<th>Exemplary</th>
<th>Standard Met</th>
<th>Standard Partially Met</th>
<th>Standard Not Met</th>
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</thead>
<tbody>
<tr>
<td><strong>Clinical Mental Health Counseling Outcomes</strong> Counseling, Prevention, and Intervention C. Knowledge 4. Knows the disease concept and etiology of addiction and co-occurring disorders</td>
<td>Comprehensively reflects on the character’s addiction and possible co-occurring disorders from both a disease concept and a strengths perspective</td>
<td>Adequately reflects on the character’s addiction and possible co-occurring disorders from both a disease concept and a strengths perspective</td>
<td>Only partial reflection of the character’s addiction and possible co-occurring disorders from both a disease concept and a strengths perspective</td>
<td>Poor reflection of the character’s addiction and possible co-occurring disorders from both a disease concept and a strengths perspective</td>
</tr>
<tr>
<td>Assessment G. Knowledge 4. Identifies standard screening and assessment instruments for substance use disorders and process addictions</td>
<td>Is able to comprehensively articulate assessment and diagnosis of character in video</td>
<td>Is able to adequately articulate assessment and diagnosis of character in video</td>
<td>Only partially identifies and articulates assessment and diagnosis of character in video</td>
<td>Fails to appropriately assess and diagnose character in video</td>
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</tbody>
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## Motivational Interviewing Practice Critical Performance Measurement

<table>
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<tbody>
<tr>
<td>Superior understanding of theories and etiology of addiction and addictive behavior in applying Motivational Interviewing techniques in role play</td>
<td>Adequate understanding of theories and etiology of addiction and addictive behavior in applying Motivational Interviewing techniques in role play</td>
<td>Fair understanding of theories and etiology of addiction and addictive behavior applying Motivational Interviewing techniques in role play</td>
<td>Poor understanding of theories and etiology of addiction and addictive behavior in applying Motivational Interviewing techniques in role play</td>
<td></td>
</tr>
</tbody>
</table>

| Strategies for prevention | Superior demonstration of skills in applying Motivational Interviewing techniques in role play | Adequate demonstration of skills in applying Motivational Interviewing techniques in role play | Fair demonstration of skills in applying Motivational Interviewing techniques in role play | Poor demonstration of skills in applying Motivational Interviewing techniques in role play |

| Strategies for intervention and treatment | Superior demonstration of skills in applying Motivational Interviewing techniques in role play | Adequate demonstration of skills in applying Motivational Interviewing techniques in role play | Fair demonstration of skills in applying Motivational Interviewing techniques in role play | Poor demonstration of skills in applying Motivational Interviewing techniques in role play |