



SCHOOL OF COUNSELING

COUN 650 ADDICTIONS COUNSELING

Term/Credits

Spring Term 2 / 2023
3 semester hours

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 650 Addictions Counseling introduces students to an overview of the challenges associated with substance abuse, addictions, and the widespread impact on individuals, families, and communities. This course is designed to address the various dynamics, models, etiologies, dual diagnoses, psychopathologies, and recovery strategies related to addiction counseling. Emphasis will be placed on drug and alcohol addiction; however, behavioral / process addictions will also be covered. Students will identify empirically supported assessment and treatment interventions shown to be effective for individuals, families, groups, and diverse populations. Students will also examine emerging issues in the field based upon current research to include exploration of co-occurring and trauma-related disorders. (3 credit hrs)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
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1.	Examine the history, development, roles, settings and competencies in addictions counseling.	<p>Mod#1 Discussion: Attitudes Towards Addiction</p> <p>Mod#1 Journal Entry: Addictions Counseling Competencies</p> <p>Mod#2 Assignment: ASAM Module I: Multidimensional Assessment</p> <p>Mod#3 Journal Entry: Addiction and 12-Step Ideology</p> <p>Mod#4 Midterm Exam</p> <p>Mod#8 Journal Entry: Professional Growth</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1</p> <p>CACREP 2.F.1.a.b. 5.A.1.a. 5.C.1.a. 5.C.2.a.</p>
2.	Identify etiological theories and models of addiction---including trauma-related---for both substance use and behavioral/process addictions.	<p>Mod#2 Assignment: ASAM Module I: Multidimensional Assessment</p> <p>Mod#2 Journal Entry: The Influence of Trauma on Addiction</p> <p>Mod#3 Assignment: ASAM Module II: From Assessment to Service Planning to Level of Care</p> <p>Mod#3 Journal Entry: Addiction and 12-Step Ideology</p> <p>Mod#4 Midterm Exam</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Discussion: Prevention Programs</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1</p> <p>CACREP 2.F.3.d.g. 5.A.1.b. 5.C.1.d. 5.C.2.f.</p>
3.	Analyze the neurological, behavioral, psychological, physical, social, cultural and spiritual effects of psychoactive substances and	<p>Mod#4 Midterm Exam</p> <p>Mod#5 Discussion: Working with Families</p>	<p>SOC: 1, 4</p> <p>CACREP Section 2.:</p>

	addictive disorders on the user and significant others.	<p>Mod#5 Journal Entry: Addiction in the Family Tree</p> <p>Mod#6 Discussion: The Influence of Culture</p> <p>Mod#6 Assignment: Reflective Essay: Important Support Factors in Addiction Treatment and Recovery</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Final Exam</p>	<p>F.3.e.</p> <p>Section 5: A.1.e. C.2.g.</p>
4.	Determine methods of screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, diagnoses, and psychoeducational and personality assessments specific to addiction counseling.	<p>Mod#2 Assignment: ASAM Module I: Multidimensional Assessment</p> <p>Mod#3 Discussion: Treatment Programs</p> <p>Mod#3 Assignment: ASAM Module II: From Assessment to Service Planning to Level of Care</p> <p>Mod#4 Midterm Exam</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 3, 4</p> <p>CACREP</p> <p>Section 2: F.7.e.j.</p> <p>Section 5: A.1.f. A.3.a. A.2.i. A.3.b. C.1.c.e. C.2.d. C.3.a.</p>
5.	Analyze the potential for addiction and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders.	<p>Mod#4 Discussion: Comorbid Disorders</p> <p>Mod#4 Midterm Exam</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 4</p> <p>CACREP</p> <p>Section 5: A.2.b. C.2.e.</p>

<p>6.</p>	<p>Assess the importance of vocation, family, social networks, wellness, spirituality, and community systems in the addiction prevention, treatment, and recovery processes.</p>	<p>Mod#3 Assignment: ASAM Module II: From Assessment to Service Planning to Level of Care</p> <p>Mod#4 Midterm Exam</p> <p>Mod#5 Discussion: Working with Families</p> <p>Mod#6 Discussion: The Influence of Culture</p> <p>Mod#6 Journal Entry: Addiction and Diversity</p> <p>Mod#6 Assignment: Reflective Essay: Important Support Factors in Addiction Treatment and Recovery</p> <p>Mod#7 Discussion: Addiction Treatment for Offenders</p> <p>Mod#7 Assignment: Reflection Essay: Community Resources for Addiction</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Discussion: Prevention Programs Mod#8 Final Exam</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP</p> <p>Section 2: F.2.g.</p> <p>Section 5: A.2.e., f. C.2.c.</p>
<p>7.</p>	<p>Identify forensic, cultural and diversity factors relevant to addiction and addictive behavior.</p>	<p>Mod#2 Journal Entry: The Influence of Trauma on Addiction</p> <p>Mod#4 Midterm Exam</p> <p>Mod#5 Journal Entry: Addiction in the Family Tree</p> <p>Mod#6 Journal Entry: Addiction and Diversity</p> <p>Mod#6 Assignment: Reflective Essay:</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP</p> <p>Section 2: F.3.i.</p> <p>Section 5: A.2.c., g., j. A.3.h. C.2.j.</p>

		<p>Important Support Factors in Addiction Treatment and Recovery</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Final Exam</p>	
8.	Evaluate individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery.	<p>Mod#2 Assignment: ASAM Module I: Multidimensional Assessment</p> <p>Mod#3 Assignment: ASAM Module II: From Assessment to Service Planning to Level of Care</p> <p>Mod#3 Journal Entry: Addiction and 12-Step Ideology</p> <p>Mod#6 Assignment: Reflective Essay: Important Support Factors in Addiction Treatment and Recovery</p> <p>Mod#7 Discussion: Addiction Treatment for Offenders</p> <p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Discussion: Prevention Programs</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP</p> <p>Section 2: F.6.a-g.</p> <p>Section 5: A.3.g.h. C.3.b.</p>
9.	Design strategies for preventing and reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.	<p>Mod#2 Discussion: Moving Towards Change</p> <p>Mod#3 Discussion: Treatment Programs</p> <p>Mod#7 Discussion: Addiction Treatment for Offenders</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP</p> <p>Section 5: A.3.d., e., f. C.3.b.</p>

		<p>Mod#7 Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Mod#8 Discussion: Prevention Programs</p>	
10.	Investigate strategies for interfacing with the legal system and working with court referred clients.	<p>Mod#7 Discussion: Addiction Treatment for Offenders</p> <p>Mod#7 Assignment: Reflection Essay: Community Resources for Addiction</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP</p> <p>Section 2: A.3.e., f., g., h.</p> <p>Section 5: C.3.c., e. C.2.i.</p>
11.	Appraise how the Catholic Christian metamodel of the person informs clinical practice in addiction counseling and prevention.	<p>Mod#6 Assignment: Reflective Essay: Important Support Factors in Addiction Treatment and Recovery</p>	<p>SOC: 4, 5</p> <p>CACREP</p> <p>Section 5: A.1.c. A.2.e., f. A.3.b. C.1.c.</p>
KPI	#9 Demonstrate counseling competence in crisis intervention, trauma informed approaches, and community-based strategies.	80% of students will achieve a Proficient score or above on the COUN 650 rubric for the Journal Entry: The Influence of Trauma on Addiction assignment [Knowledge]	Section 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses
KPI	#11 Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.	80% of students will achieve a Proficient score or above on the rubric for COUN 650 Graded Discussion of the Case of Jane and assessing Jane for comorbid disorders [Knowledge]	<p>Section 5.C.1. c. and d.</p> <p>c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p> <p>d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p>

*SOC = School of Counseling Program Objectives, listed below; KPI = Key Performance Indicator; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: American Psychiatric Publishing. (Available free - digitally DMU Library) <https://dsm-psychiatryonline-org.divinemercury.idm.oclc.org/doi/book/10.1176/appi.books.9780890425596> (DSM-5-TR is also an acceptable version of the DSM-5 and is available free through the DMU library digitally - <https://dsm-psychiatryonline-org.divinemercury.idm.oclc.org/doi/book/10.1176/appi.books.9780890425787>)
2. Capuzzi, D., & Stauffer, M. (2020). *Foundations of addictions counseling* (4th ed.). Boston: Pearson.
3. Dodes, L., & Dodes, Z. (2014). *The sober truth: Debunking the bad science behind 12-step programs and the rehab industry*. Boston: Beacon Press.

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

American Society of Addictions Counselors. (2013). *The ASAM criteria: Treatment criteria for addictive, substance-related, and co-occurring conditions*. (3rd ed.). Carson City, NV: The Change Companies.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to "be on the same page" and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

C. Discussion: Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. Each discussion assignment is worth 35 points.

- i. 14 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 10.5 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.
- iii. 7 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 3.5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. Journal Entries are assigned in Modules 1-6, and 8. In each journal entry, students will address specific questions about the concepts presented in the module. Each journal entry is worth 20 points.

- i. 10 points Main Idea (Mastery) - Provides a thoughtful and thorough journal entry addressing all of the elements presented in the assignment. Clearly ties the journal entry to the concepts presented in the course. Journal entry demonstrates deep thinking and new insights on the topic.
- ii. 8 points Personal Application (Mastery) - Journal entry demonstrates a superior introspection on the elements presented in the assignment. Personal application is substantive.
- iii. 2 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

E. ASAM Training Modules: Students will complete the ASAM Module I e-training in Module 2 and the ASAM Module II e-training in Module 3. Each completed training is worth 80 points.

- i. 80 (Mastery) – Student successfully completed the training and submitted their certificate of completion.

F. Exams are assigned in Modules 4 and 8. You will complete a 50-question mid-term and final exam on the assigned readings. Each exam is worth 100 points.

G. Reflective Essays are assigned in Module 6 and Module 8. In Module 6, students assess the importance of vocation, family, social networks, wellness, spirituality, and

community systems in the addiction treatment and recovery processes. In Module 8, students examine the types of resources community provides for addiction such as drug and mental illness courts and resources for criminals with mental illness. Each reflective essay is worth 50 points.

Module 6:

- i. 25 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the elements presented in the assignment. Clearly ties the reflection to the concepts presented in the course. Clearly incorporates the lens of the CCMMP along with concepts presented in COUN 570 *Marriage and Family Systems Theory*. Reflection demonstrates deep thinking and new insights on the topic.
- ii. 20 points Personal Application (Mastery) - Reflection essay demonstrates a superior introspection on the role of support systems in the addiction treatment and recovery process. Personal application is substantive.
- iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 8:

- i. 25 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about offenders with addiction and offenders with mental illness and community resources available to best address their needs. Goes beyond what is required in some meaningful way. Provides a substantive and thorough description of the programs available in their community. Provides a substantial and thorough discussion of the reentry process and community-based case management for offenders with a mental illness and offenders with an addiction. Provides a substantial discussion on the services offered, participation eligibility, expectations of those who attend the services and success outcomes of the various programs. Makes a significant contribution to the larger dialogue concerning reentry services for offenders with mental illness and offenders with an addiction. Essay is well organized and clear.
- ii. 20 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student's understanding of the needs of offenders with mental illness and offenders with addiction and new insights gained through their research. Essay demonstrates superior introspection on how the student can incorporate this experience into professional counseling. Personal application is substantive and insightful.
- iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

H. Comprehensive Group Presentation: Contributing to the Field of Addictions

Counseling is introduced in Module 2 and due in Module 7. Students will work in groups of two or three to create a program to address an addiction (prevention or treatment). The program should be different from what is currently available and address a need in their community. Also, students should integrate the CCMMP or other ideas that they have for creating a successful program to address the addiction. Students also need to think about how they would address any cultural considerations, the theory or model that supports

their program, and research that underlies the program. Students will develop a narrated PowerPoint presentation with speaker notes that could be given to the local Chamber of Commerce, City / County Commissioners, School Board, PTA, Drug Court administrators (DOJ), a funding agency, or similar governing group. This project should be formatted using APA style. The project is worth 100 points.

Narrated PowerPoint

- i. 35 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the selected addiction and the effects of use. Goes beyond what is required in some meaningful way. Provides a substantive yet succinct description of the need for a new program or intervention and the benefits to the community. Provides a substantial yet succinct discussion of the components of the new program or intervention and what makes it different. All aspects of the program or intervention utilize evidence-based protocol supported by research. The program or intervention clearly integrates the CCMMP in its approach to working with clients with the selected addiction. Includes a clear and thorough description of the staffing model for the population served by the new program or intervention. Makes a significant contribution to the larger dialogue concerning addiction and effective interventions. Presentation clearly demonstrates critical thinking, is visually appealing, and well organized. Narration is clear and each group member contributed.
- ii. 28 points Personal Application (Mastery) - In-depth understanding of an addiction problem and the development of a better intervention. Clearly demonstrates substantive insight into cultural considerations in developing an intervention or treatment for addressing an addiction. Presentation and narration clearly demonstrate an advanced understanding of addictions and methods for preventing or treating the addiction.
- iii. 7 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); At least five scholarly and current (within the last 10 years) resources on the topic were used proper APA citations with no more than 1 error.

V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
Assigned Readings				53.63
1	Capuzzi & Stauffer			19.92
2	Dodes & Dodes			4.66
3	Other Readings (see Class Schedule)			20.71
3	Viewing course media			8.34
Written Assignments			1000	99.17
1	Discussions	9	35 / 20	35.17
2	Journal Entries	7	20	22.50
3	ASAM Modules	2	80	10.00
4	Reflection Essays	2	50	7.00
5	Group Project	1	100	18.50
6	Exams	2	100	6.00
Totals			1000	152.80

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

METHODS OF INSTRUCTION

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemeracy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Textbooks:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: American Psychiatric Publishing.
2. Capuzzi, D., & Stauffer, M. (2020). *Foundations of addictions counseling* (4th ed.). Boston: Pearson. Use Instructor Resource for test bank.
3. Dodes, L., & Dodes, Z. (2014). *The sober truth: Debunking the bad science behind 12-step programs and the rehab industry*. Boston: Beacon Press.

Module / Week	Topic	Author	Reading	Graded Assignments
1	What Does it Take For Me to Stop?	SOC Capuzzi & Stauffer (2020).	Syllabus <i>Foundations of addictions counseling</i> (4th ed.) <ul style="list-style-type: none">• Chapter 1, History and Etiological Models of Addiction (pp. 1-22)• Chapter 2, Substance Addictions, (pp. 23- 50)• Chapter 3, Process Addictions (pp. 51-70)• Chapter 4, Professional Issues in Addictions Counseling (pp. 71-93)	Discussion 1: Attitudes Towards Addiction Discussion 2: The Challenge of Stopping Journal Entry #1: Addictions Counseling Competencies Looking Ahead: American Society of Addictions Medicine (ASAM) Module I: Multidimensional Assessment Looking Ahead: Site Visit

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Center for Substance Abuse Treatment. (2017).</p> <p>Colley, A. (2015, April 6)</p> <p>Cherry, M. (2014)</p> <p>Sharp, S. (2018).</p> <p>HBO Documentary Films. (2006).</p>	<p><i>Addiction counseling competencies: The knowledge, skills and attitudes of professional practice.</i> Technical Assistance Publication (TAP) Series 21. HHS Publication No. (SMA) 15-4171.</p> <ul style="list-style-type: none"> • Section 1: Transdisciplinary Foundations (pp. 5-34) • Section 2: Practice Dimensions (pp. 35-160) <p>Battling bias: Tales from an addiction psychologist. Retrieved from https://www.thefix.com/content/battling-bias-ales-addiction-psychologist</p> <p>Drug abuse and our biased compassion [web log comment]. Retrieved from https://www.huffingtonpost.com/myisha-cherry/our-biased-compassion_b_4739361.html</p> <p><i>Welcome to the course</i> (Video)</p> <p><i>Addiction: A comprehensive view</i> [Video].</p> <ul style="list-style-type: none"> • Video #1 	

Module / Week	Topic	Author	Reading	Graded Assignments
			<p><i>What is addiction</i> [Video].</p> <ul style="list-style-type: none"> • Video #12 <p><i>Understanding relapse</i> [Video].</p> <ul style="list-style-type: none"> • Video #11 	

Module / Week	Topic	Author	Reading	Graded Assignments
2	What Really Helps Clients to Change?	<p>Capuzzi & Stauffer (2020).</p> <p>Substance Abuse and Mental Health Services Administration. (2014).</p>	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> • Chapter 5, Introduction to Assessment (pp. 94–117) • Chapter 6, Assessment and Diagnosis of Substance-Related and Addictive Disorders (pp. 118–136) • Chapter 7, Motivational Interviewing (pp. 137–157) <p><i>Trauma-informed care in behavioral health services. Treatment Improvement Protocol (TIP) Series 57</i></p> <ul style="list-style-type: none"> • Chapter 1 – Trauma-Informed Care: A Sociocultural Perspective (pp. 3–32) 	<p>Discussion: Moving Towards Change</p> <p>Assignment: ASAM Module I: Multidimensional Assessment training</p> <p>Journal Entry #2: The Influence of Trauma on Addiction</p> <p>Looking Ahead: Journal Entry #3: Addiction and 12-Step Ideology</p> <p>Looking Ahead: Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Pryer, D. A. (2014).</p> <p>The Change Companies</p> <p>American Counseling Association (Producer). (2010).</p> <p>HBO Documentary Films. (2006).</p>	<ul style="list-style-type: none"> Chapter 2 – Trauma Awareness (pp. 33-58) Chapter 3 – Understanding the Impact of Trauma (pp. 59-90) <p>Moral injury: What leaders don't mention when they talk of war. <i>Army Magazine</i>, 64(9), 34–36.</p> <p>eTraining Support https://844aa8d177dcf87d02fc-8f72bb99f02c2e7ec80fe67c19b57c36.ssl.cf1.rackcdn.com/assets/pdfs/support/eLearning_Support_individual.pdf</p> <p><i>Motivational Interviewing with William R. Miller, PhD</i> [Video].</p> <p><i>The search for drug treatment: A challenging journey</i> [Video].</p> <ul style="list-style-type: none"> Video #8 	

Module / Week	Topic	Author	Reading	Graded Assignments
3	The One-Size-Fits-All Solution: One-Person-at-a-Time!	Capuzzi & Stauffer (2020).	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> Chapter 12, 12-Step Facilitation of 	<p>Discussion: Treatment Programs</p> <p>Assignment: ASAM Module II: From</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Dodes & Dodes. (2014).</p> <p>Substance Abuse and Mental Health Services Administration (2013).</p>	<p>Treatment (pp. 252–273)</p> <ul style="list-style-type: none"> • Chapter 20, Inpatient and Outpatient Addiction Treatment (pp. 443–451) <p><i>The sober truth: Debunking the bad science behind 12-step programs and the rehab industry.</i></p> <ul style="list-style-type: none"> • Chapter 1, The Problem (pp. 1-10) • Chapter 2, The Rise of AA (pp. 11-28) • Chapter 3, Does AA Work? (pp. 29-57) • Chapter 4, The Business of Rehab and the Broken Promise of “AA-Plus” (pp. 58-80) • Chapter 5, So What Does Work to Treat Addiction (pp. 81-95) <p><i>Systems-Level implementation of screening, brief intervention, and referral to treatment.</i> Technical Assistance Publication (TAP) Series 33.</p> <ul style="list-style-type: none"> • Chapter 1 – Introduction (pp. 1-6) 	<p>Assessment to Service Planning to Level of Care training</p> <p>Journal Entry #3: Addiction and 12-Step Ideology</p> <p>Looking Ahead: Midterm Exam</p> <p>Looking Ahead: Journal Entry #4: CAAPE-5</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>The Change Companies</p> <p>The Sober Truth. (2018).</p> <p>HBO Documentary Films. (2006).</p>	<ul style="list-style-type: none"> Chapter 2 – SBIRT Overview (pp. 7-20) <p>eTraining Support https://844aa8d177dcf87d02fc-8f72bb99f02c2e7ec80fe67c19b57c36.ssl.cf1.rackcdn.com/assets/pdfs/support/eLearning_Support_individual.pdf</p> <p><i>The sober truth: Debunking the bad science behind 12-step programs and the rehab industry.</i> Retrieved from http://sobertruthbook.com/</p> <p><i>The adolescent addict.</i> [Video]. <ul style="list-style-type: none"> Video #2 </p> <p><i>An interview with Nora D. Volkow, M.D.</i> [Video] <ul style="list-style-type: none"> Video #14 </p>	

Module / Week	Topic	Author	Reading	Graded Assignments
4	This Work Just Became Even More Complicated	Capuzzi & Stauffer (2020).	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> Chapter 8, Psychotherapeutic Approaches (pp. 158–184) 	<p>Discussion: Comorbid Disorders</p> <p>Exam: Midterm Exam</p> <p>Journal Entry #4: CAAPE-5</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Substance Abuse and Mental Health Services Administration (2014).</p> <p>Hoffman, N. (n.d.).</p>	<ul style="list-style-type: none"> • Chapter 9, Treatment of Comorbid Disorders (pp. 185–207) • Chapter 10, Group Counseling for Treatment of Addictions (pp. 208–230) • Chapter 11, Addiction Pharmacotherapy (pp. 231–251) <p><i>Substance abuse treatment for persons with co-occurring disorders.</i> Treatment Improvement Protocol (TIP) Series 42.</p> <ul style="list-style-type: none"> • Chapter 4 – Assessment (pp. 65-100) • Chapter 5 – Strategies for Working with Clients with Co-Occurring Disorders (pp. 101 – 136) • Chapter 8 – A Brief Overview of Specific Mental Disorders and Cross-Cutting Issues (pp. 213-248) • Chapter 9 – Substance Induced Disorders (pp. 249-254) 	<p>Looking Ahead: Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>The Sober Truth. (2018).</p> <p>HBO Documentary Films. (2006).</p>	<p>Identifying co-occurring conditions using the CAAPE-5 among adults.</p> <p><i>The sober truth: Debunking the bad science behind 12-step programs and the rehab industry.</i> Retrieved from http://sobertruthbook.com/.</p> <p><i>An interview with Mark L. Willenbring, M.D. [Video]</i></p> <ul style="list-style-type: none"> • Video #13 <p><i>An interview with Michael L. Dennis, Ph.D. [Video]</i></p> <ul style="list-style-type: none"> • Video #5 <p><i>An interview with Kathleen T. Brady, Ph.D. [Video]</i></p> <ul style="list-style-type: none"> • Video #4 	

Module / Week	Topic	Author	Reading	Graded Assignments
5	It IS All In The Family	Capuzzi & Stauffer (2020).	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> • Chapter 14, Alcohol Addiction and Families (pp. 305–323) • Chapter 15, Persons with Disabilities and Substance Related 	<p>Discussions: Working with Families</p> <p>Journal Entry #5: Addiction in the Family Tree</p> <p>Looking Ahead: Reflection Essay: Important Support Factors in Addiction</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Substance Abuse and Mental Health Services Administration (2004).</p>	<p>and Addictive Disorders (pp. 328–348)</p> <p><i>Substance abuse treatment and family therapy</i>. Treatment Improvement Protocol (TIP) Series 39.</p> <ul style="list-style-type: none"> • Chapter 1 – Substance Abuse Treatment and Family Therapy (pp. 1-19) • Chapter 2 – Impact of Substance Abuse on Families (pp. 21 – 30) • Chapter 3 – A Brief Overview of Specific Mental Disorders and Cross-Cutting Issues (pp. 31-71) • Chapter 4 – Approaches to Therapy (pp. 73-107) • Chapter 5 – Special Populations (pp. 109-145) 	<p>Treatment and Recovery</p> <p>Looking Ahead: Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p>
		<p>Substance Abuse and Mental Health Services Administration (2014).</p>	<p><i>Screening and assessing adolescents for substance use disorders</i>. Treatment Improvement Protocol (TIP) Series 31.</p> <ul style="list-style-type: none"> • Chapter 4 – Legal Issues in the Screening and Assessment of Adolescents (pp. 27-43) 	

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>The Recovery Village. (n.d).</p> <p>HBO Documentary Films. (2006).</p> <p>Payne, H., & Arenaza, J. (2018).</p>	<ul style="list-style-type: none"> Chapter 5 – Screening and Assessment of Adolescents in Juvenile Justice Systems (pp. 109-145) <p>MAST alcohol assessment quiz. Retrieved from https://www.therecoveryvillage.com/alcohol-abuse/mast-alcohol-assessment-quiz/#gref</p> <p><i>Getting an addict into treatment: The CRAFT approach.</i> [Video]</p> <ul style="list-style-type: none"> Video #3 <p><i>Treating stimulant addiction: The CBT approach.</i> [Video]</p> <ul style="list-style-type: none"> Video #10 <p><i>Implications of rat park</i> [Video]</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
6	The Many Faces of Addiction	Capuzzi & Stauffer (2020).	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> Chapter 17, Cross-Cultural Counseling: Engaging Ethnic Diversity (pp. 365–385) 	<p>Discussions: The Influence of Culture</p> <p>Journal Entry #6: Addiction and Diversity</p> <p>Assignment: Reflection Essay: Important Support</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Dodes & Dodes. (2014). HBO Documentary Films. (2006).	<ul style="list-style-type: none"> Chapter 18, Gender, Sex, and Addictions (pp. 386–408) Chapter 19, Lesbian, Gay, Bisexual, Transgender, and Queer Affirmative Addictions Treatment (pp. 409–432) <p><i>The sober truth: Debunking the bad science behind 12-step programs and the rehab industry.</i></p> <ul style="list-style-type: none"> Chapter 6, What Addicts Say (pp. 81-121) Chapter 7, Why Does AA Work When It Does? (pp. 122-133) Chapter 8, The Myths of AA (pp. 134-146) <p><i>Opiate addiction: Understanding replacement therapy.</i> [Video]</p> <ul style="list-style-type: none"> Video #7 	<p>Factors in Addiction Treatment and Recovery</p> <p>Looking Ahead: Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p>

Module / Week	Topic	Author	Reading	Graded Assignments
7	Must I Work with Criminals?	Substance Abuse and Mental Health Services	<i>Continuity of offender treatment for substance use disorders from</i>	Discussions: Addiction Treatment for Offenders

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Administration (2014).</p> <p>Substance Abuse and Mental Health Services Administration (2014).</p> <p>Armstrong, T. A. (2003).</p>	<p><i>institution to community</i>. Treatment Improvement Protocol (TIP) Series 30. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK64384/</p> <ul style="list-style-type: none"> • Chapter 1 – Introduction • Chapter 6 – Special Populations <p><i>Substance abuse treatment for adults in the criminal justice system</i>. Treatment Improvement Protocol (TIP) Series 44.</p> <ul style="list-style-type: none"> • Chapter 7 – Treatment Issues in Pretrial and Diversion Settings (pp.1257-155) • Chapter 10 – Treatment for Offenders Under Community Supervision (pp. 213-233) <p>The effect of moral reconnection therapy on the recidivism of youthful offenders: A randomized experiment. <i>Criminal Justice and Behavior</i>, 30(6), 668-687.</p> <p>A meta-analysis of moral reconnection therapy. <i>International</i></p>	<p>Assignment: Comprehensive Group Presentation: Contributing to the Field of Addiction Counseling</p> <p>Looking Ahead: Reflection Essay: Community Resources for Addiction</p> <p>Looking Ahead: Final Exam</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Ferguson, L. M., & Wormth, J. S. (2013).</p> <p>National Institute of Justice. (n.d.)</p> <p>Bureau of Justice Assistance, US Department of Justice. (n.d.).</p> <p>Substance Abuse and Mental Health Services Administration. (n.d.).</p> <p>HBO Documentary Films. (2006).</p>	<p><i>Journal of Offender Therapy and Comparative Criminology</i>, 57, 1076-1106.</p> <p>Drug courts. Retrieved from https://www.nij.gov/topics/courts/drug-courts/Pages/welcome.aspx</p> <p>Mental health courts program. Retrieved from https://www.bja.gov/ProgramDetails.aspx?Program_ID=68</p> <p>Reentry resources for individuals, providers, communities, and states. Retrieved from https://www.samhsa.gov/sites/default/files/topics/criminal_juvenile_justice/reentry-resources-for-consumers-providers-communities-states.pdf</p> <p><i>South Boston drug court</i>. [Video] <ul style="list-style-type: none"> ● Video #9 <i>A mother's desperation: Resorting to the law</i>. [Video] <ul style="list-style-type: none"> ● Video #6 </p>	

Module / Week	Topic	Author	Reading	Graded Assignments
8	An Ounce of Prevention	<p>Capuzzi & Stauffer (2020).</p> <p>Dodes & Dodes. (2014).</p> <p>Substance Abuse and Mental Health Services Administration (2017).</p> <p>Centers for Disease Control and Prevention. (2018).</p> <p>Center for Substance Abuse Treatment. (2017).</p>	<p><i>Foundations of addictions counseling</i> (4th ed.)</p> <ul style="list-style-type: none"> Chapter 13, Maintenance and Relapse Prevention (pp. 285–302) Chapter 16, Substance Abuse Prevention Programs Across the Life Span (pp. 353–377) <p><i>The sober truth: Debunking the bad science behind 12-step programs and the rehab industry.</i></p> <ul style="list-style-type: none"> Chapter 9, The Failure of Addiction Research and Designing the Perfect Study (pp. 147-160) <p><i>Focus on prevention: Strategies and programs to prevent substance use.</i> HHS Publication No. (SMA) 10-4120.</p> <p>Program Performance and Evaluation Office (PPEO). Retrieved from https://www.cdc.gov/eval/index.htm</p> <p><i>Addiction counseling competencies: The knowledge, skills, and</i></p>	<p>Discussions: Prevention Programs (post due by Wednesday; response by Saturday)</p> <p>Assignment: Reflection Essay: Community Resources for Addiction (due by Friday)</p> <p>Journal Entry #7: Professional Growth</p> <p>Final Exam</p>

Module / Week	Topic	Author	Reading	Graded Assignments
			<p><i>attitudes of professional practice.</i> Technical Assistance Publication (TAP) Series 21. HHS Publication No. (SMA) 15-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration, first printed in 2006.</p> <ul style="list-style-type: none"> • Section 1: Transdisciplinary Foundations (pp. 5-34) • Section 2: Practice Dimensions (pp. 35-160) 	

VIII. REFERENCE LIST

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Armstrong, T. A. (2003). The effect of moral reconnection therapy on the recidivism of youthful offenders: A randomized experiment. *Criminal Justice and Behavior*, 30(6), 668-687

Capuzzi, D., & Stauffer, M. (2020). *Foundations of addictions counseling* (4th ed.). Boston: Pearson. Use Instructor Resource for test bank.

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