DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS COURSE NUMBER: 722 CREDIT HOURS: 3

I. **TITLE:** Substance Abuse and Addictions Counseling

II. **COURSE DESCRIPTION AND PREREQUISITES:**
This is a graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers, and student assignments.
Prerequisite(s): None

III. **COURSE OBJECTIVES:**
Upon completion of this course, students will (per 2009 CACREP Standards):
1. Be able to identify the major classifications of psychotropic drugs of abuse, typical routes of administration, and brief description of effects (Section II: G.3.g.).
2. Recognize the addiction and recovery processes (Section II: G.3.g., G.5.a.; Section III CMHC: C4; Section III School: G2).
3. Describe the holistic impact of addiction on clients and families and identify common and comorbid psychiatric disorders and/or process addictions (Section II: G.3.g.; Section III CMHC: C5, K3; Section III School: G2).
4. Implement a multimodal/multi-method approach to diagnosing and assessing addictive and comorbid disorders including stage of dependence/change and recovery (Section II: G.3.g. G.7.g.; Section III CMHC: G4, H4).
5. Demonstrate basic individual, group, and family counseling techniques and screenings to be used with those experiencing dysfunction related to substance use (Section II: G.5.e.; Section III CMHC: C8, G4, H4).
6. Identify treatment issues for special populations (Section II: G.2.b.; Section III CMHC: A6; Section III School: G2).
7. Identify professional issues related to substance abuse counseling (e.g., clinician wellness strategies, certification, and legal/ethical issues) (Section II: G.1.d., G.1.g., G.1.j.).
8. Identify the etiological of addiction counseling (Section II: G.5.d.; Section III CMHC: C4).
9. Recognize the importance of research and evidenced based/informed practices in addictions counseling. (Section II: G.8.a., G.8.e.; Section III CMHC: I1; Section III School: I1).

Diversity Statement

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. The physiology behind addiction.
B. The psychological foundations that often accompany addiction.
C. The difference between use, abuse, and addiction.
D. The family system of addiction, including co-dependent behaviors.
E. The categories of drugs.
F. The types of addiction and how they are similar and different: alcohol, tobacco, pornography, illicit drugs, video-games, prescription drugs, gambling, and sex.
G. Cultural components of addiction.
H. Treatment and relapse prevention (e.g. utilizing Motivational Interviewing, Functional Family Therapy).

V. INSTRUCTIONAL ACTIVITIES:

A. Lecture
B. Class participation/discussion
C. Small group activities
D. Movie clips
E. Papers/Tests/Quizzes
F. Presentations
G. Experiential Exercises

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Attendance at 12-Step Meetings

VII. TEXT AND RESOURCES:

A. Required Text:
Capuzzi, D. & Stauffer, M. D. (2012). *Foundations of addictions counseling* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

B. Other Required Selections:
Instructor assigned readings (e.g., journal articles)
Students are expected to read assigned chapters/articles prior to each class

C. References:
American Counseling Association. (2005). *ACA Code of Ethics 2005.* Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Miller, W. & Rollnick, S. (2002). *Motivational interviewing:Preparing people for change* (2nd ed.). New York, NY: Guilford.

Robins, S. (1995). *They do remember: A story of soul survival*. Lake Forrest, CA: Home Office Publishing.

Stevens, P., & Smith, R. (2005). *Substance abuse counseling: Theory and practice* (3rd ed.). Upper Saddle, NJ: Pearson.

D. Resources

Websites:
American Counseling Association (ACA): www.counseling.org
International Association of Addictions & Offender Counseling (IAAOC): www.iaaoc.org
American Mental Health Counselors Association (AMHCA): www.amhca.org
American School Counselor Association (ASCA): www.schoolcounselor.org
Kentucky Counseling Association (KCA): www.kyca.org

Journals:
Journal of Counseling & Development
Journal of Addictions and Offender Counseling
Journal of Mental Health Counseling
Professional School Counseling Journal

Library Resources:
MSU Library: www.murraystate.edu/MSML
MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

Course Requirements:

Abstinence Exercise and Paper (3 parts, 100 total)	
Letter to My Substance	**23 points**
Abstinence Log Summaries	**54 points**
Summary Paper	**23 points**
Attendance at 12 Step Meetings (2 parts, 100 total)	
Attendance Log	**30 points**
Summary Paper	**70 points**
Addictions Presentation	**100 points**
Addiction Presentation Feedback	**15 points**
Addictions Counseling in the Movies	**100 points**

Quiz	**20 points**
Test	**50 points**
Attendance & Participation	**100 points**
Total	**585 points**

Assignments should be handed in timely. **There will be penalty for late submission of one point for each day the assignment is late.** Students may appeal in writing before the due date, not after. Assignments that are more than one week late will not be accepted and will result in a failing grade.

Total A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = 0-59%

1) **Abstinence Exercise and Paper** (CACREP Standards Section II: G.1.d., G.5.a.; Section III: CMHC C4, C8)

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they stop their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, or cell-phone usage) for a period of **6 weeks**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) keep an **abstinence log** of your experiences, and (c) write a **summary paper** which will serve as the conclusion to the 6 week exercise. This assignment will have the following components:

A "Letter to my Substance/Behavior" (23 points)– written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. *Remember to express your emotions towards the substance/behavior and why you want to severe the relationship*. Your model of etiology should be clear in your letter (i.e. you are a disease that I cannot control i.e., disease model). Also describe in your letter how you plan to pull on your social, familial, and/or community supports throughout this process. In addition, include a wellness/self-care plan for how you plan to take care of yourself during this experience. **Due 9/9/13**

An abstinence log – (54 points) This log will describe your feelings and reactions, especially focusing on times you "lapse" or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you "slipped" (birthdays, holidays, and

weekends seem especially difficult). Although daily entries into the log are not required, they might be helpful. The log needs to be computer generated (**a minimum of half a page per entry**) and should have a ***minimum of three entries*** **per week**. There will be a minimum of eighteen entries in all.

A summary paper – (23 points) This is to be a *minimum* two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process for you, what did you do to take care of yourself during this project, etc.) and will serve as the conclusion to your overall experience. **Due 10/28/13**

Note: This paper should be in APA format.

2) **<u>Addiction Presentation</u> (100 points)** (CACREP Section II: G.1.j., G.7.b., G.8.a., G.8.e; Section III: CMHC C5, G4, I1; Section III: SCHOOL I1)
You are to choose and present on one of the drug groups or process addiction groups shown below. Presentations are to last 30-45 min. You can use handouts, power point, video, and/or DVDs. I want you to present the information as if you are an expert, so *you are discouraged from reading to us*. A confidential group member evaluation will be completed by each member of the group to help encourage equal participation. You are to provide handouts with the information you are presenting and the list of references you used to obtain your information. Profession journal articles are most valued (and should be published within the last 10 years) followed by academic books. Unauthenticated internet sources will not be allowed. You will record your presentation via Tegrity. **Due 11/4/13**

Groups:

- Opioids including Heroin, oxycontin, and prescription pain killers
- Cannabinoids including marijuana & hashish
- Hallucinogens including LSD, mushrooms, XTC
- Depressants including barbiturates and anxiolytics (prescription and illicit)
- Stimulants including amphetamines that are prescription, OTC and illicit
- Nicotine
- Alcohol
- Inhalants
- Gambling
- Sexual Addiction
- Food addiction and disordered eating
- Gaming
- Compulsive buying
- Work addiction

Presentations should include:

- Description, street names, and the names that people use to describe engaging in its use (if applicable). If process addiction provide description and any alternative names for the addiction.,

- The forms it comes in (if applicable),
- How it is administered (if applicable),
- Who uses/participates it (gender, age, ethnicity, region),
- The course of addiction (how it starts and how it progresses to dependence),
- The cognitive effects,
- The affective/emotional, cognitive, and physical effects
- If there are intergenerational genetic or psychosocial traits related to addiction,
- How is the addiction assessed (screening tools, assessments, testing),
- Does the addiction mimic and/or exist with other medical/psychological disorders,
- What type of treatment is indicated,
- What type of family support is indicated,
- Withdrawal symptoms and complications,
- Are there any evidenced-based practices for treatment (if so, describe and give references of journal articles),
- Are there any assessment tools related to this process or substance addiction,
- What are the roles, functions, and professional credentials required of the counselors working with this population,
- What are the community resources for this (local contact names and phone numbers),
- What are the ethical considerations related to treating this population, and
- What type of services would be recommended (family, group, individual)
- Provide a list of references used to obtain your information.

3) **Addictions Presentation Feedback (15 points)** You are required to watch and provide feedback to two of your peers regarding their Addiction Presentation. You will use the same format that is utilized for the discussion board questions. You will identify three aspects that you resonated with, two that you did not think fit well with you, and one aspect that you are questioning/is left unanswered. Each response is worth 7.5 points. You must post the feedback to Canvas in the designated area, as well as, email, carbon copying the instructor, the feedback to the student. **Due 11/11/13**

4) **Attendance at 12-Step Meetings** (CACREP Section II: G.1.b., G.2.b., G.3.g.; Section III: CMHC C4, C8) As part of your class experience, you are required to attend **three different** "Open" 12-Step meetings. You may attend any of the groups below or any other 12-Step meeting approved by the professor. **Due 11/11/13**

- Al-Anon: http://www.al-anon.alateen.org/meetings/meeting.html
- Alcoholics Anonymous: http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29
- Celebrate Recovery: http://www.celebraterecovery.com/global.shtml
- Codependents Anonymous: http://www.codependents.org/meeting-search-english.php
- Emotions Anonymous http://allone.com/12/ea/
- Gamblers Anonymous: http://www.gamblersanonymous.org/mtgdirTOP.html
- Nar-Anon: http://nar-anon.org/naranongroups.htm
- Narcotics Anonymous: http://portaltools.na.org/portaltools/MeetingLoc/
- Overeaters Anonymous: http://www.oa.org/all_about_meetings.htm
- Sexaholics Anonymous: http://www.sa.org/top/United%20States%20of%20America/
- SMART Recovery: http://www.smartrecovery.org/meetings_db/view/

l Meetings are "closed meetings" (for those that are addicted) **unless "O" (open) is indicated. <u>Only attend Open meetings</u> unless you meet the necessary criteria.**

Part of this assignment will also include your briefly speaking with at least one member at each group attended (the chairperson/leader is usually an easy person to talk to). Keep a log of your experiences at each meeting (to include what you learned from speaking with the group member). ***I suggest you attend in the company of one of your classmates.*** This assignment will have the following components:

An attendance log – (30 points) This log will record your attendance at three 12-step meetings, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting. Include what you learned by briefly speaking with at least one member at each group attended. There will be <u>three entries in all, each a minimum of one page</u> per entry.

A summary paper – (70 points) The paper should start with an introduction that provides an overview of the three meetings that you attended. This is to be a ***minimum*** **five to six page paper** describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience. In addition, describe the cultural diversity you experienced at each of the meetings, what you noticed about the role of the group leader, and the etiology of addiction that you witnessed each of the leaders or group members utilizing.

Note: This paper should be in APA format.

5) **<u>Addictions Counseling in the Movies Paper:</u> (50 points)** (CACREP Section II: G.2.d., G.3.g., G.5.a., G.5.c., G.5.d., G.8.e., G.8.f; Section III: CMHC A6, C4, C5, D8, G4, H4, I1,K3; Section III: SCHOOL I1)
Utilizing one of the following movies (*When a Man Loves a Women*, or *Flight*), write a paper (APA Style 6th ed., 5-7 pages, not including title page, abstract, and references) that describes the character's presenting issues, how the client is conceptualized, how you could incorporate wellness into your work with the client, and what type of interventions and screenings would be used to work with this character in accordance with guidelines learned in class and a chosen theory. Ensure that theoretical constructs such as nature of humans, personality development, nature of maladjustment, role of the counselor, and specific interventions related to substance us and addictions counseling are included in the paper. Include the model of etiology that you believe is most useful when working with your client. In addition, be sure to include relevant research, the client's stage of dependence and level of care needed, and interventions and community strategies that you could utilize with diverse populations. Lastly, describe any co-occurring diagnosis that may be warranted and any medical issues that may co-exist or mimic the diagnosis.
Due 11/25/13

6) **<u>Attendance and Participation</u> (100 points)**

Participation includes, but not limited to, application of the techniques/knowledge/skills learned so far, giving and receiving feedback, discussing, role playing, analyzing case studies, and sharing personal experiences. Attendance is paramount and sessions cannot be substituted by papers or reading. **Given that this course is hybrid in format and that we will only meet 3 times throughout the semester, you are not permitted to miss class. There is the potential to visit the Murray or Madisonville campus on their day of class to make up for missing; however, you will need to receive permission to do so.**

7) **<u>Test/Quiz/Assignment</u> (Quiz=20 points, Test= 50 points) (**CACREP Section II: G.1.g, G.2.b.,Section III: CMHC A6, C4, C8, G4, K3; Section III: SCHOOL G2)
An exam will be given at the end of the semester. This in-class exam will be multiple-choice, true-false, and short answer format. The exam will cover the material (i.e. information from the text, workbooks, lecture, etc.) presented during the semester. **Quiz: Due 10/7/13, Test Due 12/2/13**

Additional Notes on assignments:

A. For each paper be ready to have a class discussion about the subject matter.
B. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.
C. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
D. All assignments will be posted to Canvas, unless otherwise stated in the syllabus or in class. When uploaded assignments save in the following format **pender_rebecca_nameofassignment.**
E. *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. If you have difficulty turning in your assignment on time, contact the instructor PRIOR to the due date of the assignment. Otherwise, points will be taken off for the assignment being late. Late assignments must be submitted by the next class period and therefore will not be accepted if more than one week late.

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*. CNS 722 is a didactic as well as experiential and skills-based course. Experiential means in-class participation. Participation includes, but not limited to, application of the learned concepts and techniques, observing others, giving and receiving feedback, discussing, role playing, analyzing case studies, and sharing experiences. Attendance is paramount and sessions cannot be substituted by papers or reading. **Given that this course is hybrid in format and that we will only meet 3 times throughout the semester, you are not permitted to miss class. There is the potential to visit the Murray or Madisonville campus on their day of class to make up for missing; however, you will need to receive permission to do so.**

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to

maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized com-munication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take ap-propriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integ-rity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department

chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and series necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155.

Course Specifics for CNS 722 (Fall 2014)

Instructor: Dr. Rebecca L. Pender, Ph.D., LPCC (KY), LPC (IL/ID), NCC
Telephone: 270-809-6905
Office: Alexander Hall 3220
E-Mail: rpender@murraystate.edu

Office Hours:
Monday 1:00 pm – 4:30 pm
Tuesday 2:00 pm – 4:30 pm
Wednesday 2:00 pm – 4:30 pm
Thursday 10:00 am – 1:30 pm

Format: Hybrid
Meeting Days: Monday
Meeting Times: 5 pm – 8 pm
Location: Murray: AL 2210
Madisonville John Gray Building 334

CACREP Counseling Program Specifics for CNS 722

Clinical Mental Health Counseling Objectives		Assessment
Foundations A6	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	Movie Paper, Presentation, Quizzes & Tests, Class discussion

Counseling, Prevention, and Intervention C4	Knows the disease concept and etiology of addiction and co-occurring disorders.	Abstinence Exercise, Movie Paper, Attendance at 12-Step Meetings, Presentation, Quizzes & Tests, Class discussion
Counseling, Prevention, and Intervention C5	Understands the range of mental health service delivery-such as inpatient, outpatient, partial treatment and aftercare-and the clinical mental health counseling services network.	Attendance at 12-Step Meetings, Abstinence Project, Movie Paper, Quizzes & Tests, Class discussion
Counseling, Prevention, and Intervention C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Attendance at 12-Step Meetings, Abstinence Project, Movie Paper, Quizzes and Tests, Class discussion
Counseling, Prevention, and Intervention D8	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Movie Paper, Quizzes & Tests, Class discussion
Assessment G4	Identifies standard screening and assessment instruments for substance use disorders and process addictions.	Presentation, Movie Paper, Quizzes & Tests, Class discussion
Assessment H4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Movie Paper, Quizzes and Tests, Class discussion
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Presentation, Movie Paper, Quizzes & Tests, Class discussion
Diagnosis K3	Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Presentation, Movie Paper, Quizzes and Tests, Step Meeting, Class discussion
School Counseling Objectives		**Assessment**
Assessment G2	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.	Quizzes & Tests, Class discussion
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of school counseling.	Presentation, Movie Papers, Class discussion

COURSE SCHEDULE AND ASSIGNMENTS

Wk	Date	Topic	Assignments/ Readings Due	CACREP Standard(s)
1	8/26/13	Introduction – Course Overview History and Etiological Models Professional Roles and Functions in Addictions Counseling	Readings: Chapter 1 Assignments: none	CACREP Section II: G.1.g., G.3.g.; Section III CMHC C4
2	9/2/13	NO CLASS- LABOR DAY		
3	9/9/13	Substance Addictions and Process Addictions Drug Classification	Readings: Chapter 2 and 3 Assignments: **Letter to my Substance/Behavior Due**	CACREP Standards Section II: G.1.d., G.5.a.; Section III: CMHC C4, C8
4	9/16/13	Legal and Ethical issues Professional Issues in Addictions Counseling Credentialing **Section 1 meets in Murray**	Readings: Chapter 4 Assignments: none	CACREP Section II: G.1.j., G.1.g.
5	9/23/13	Legal and Ethical issues Professional Issues in Addictions Counseling Credentialing **Section 2 meets in Madisonville**	Readings: Chapter 4 Assignments: none	CACREP Section II: G.1.j., G.1.g.
6	9/30/13	Introduction to Assessment Assessment and Diagnosis of Addictions	Readings: Chapter 5 and Chapter 6 Assignments: none	CACREP Section II: G.7.g.; Section III CMHC G4, H4
7	10/7/13	Motivational Interviewing	Readings: Chapter 7 Assignments: **Quiz**	CACREP Section II: G.1.g, G.2.b., G.3.g., G.5.a., G.5.d.; Section III: CMHC A6, C4, C8, G4, K3; Section III: SCHOOL G2
8	10/14/13	Psychotherapeutic Approaches Co-Occurring Disorders and Addictions Treatment	Readings: Chapter 8 and 9 Assignments: none	CACREP Section II: G.3.g., G.5.a., G.5.d.; Section III CMHC A6, G4

9	10/21/13	Addiction Pharmacotherapy Maintenance and Relapse Prevention **Section 1 meets in Murray**	Readings: Chapters 11, 13 Assignments: none	CACREP Section II: G.3.g., G.5.a., G.5.d.; Section III CMHC A6
10	10/28/13	Addiction Pharmacotherapy Maintenance and Relapse Prevention **Section 2 Meets in Madisonville**	Readings: Chapters 11, 13 Assignments: **An abstinence log Due** **Summary Paper Due**	CACREP Standards Section II: G.1.d., G.3.g., G.5.a., G.5.d.; Section III: CMHC A6, C4, C8
11	11/4/13	12-step Facilitation Group counseling	Readings: Chapters 12 and 10 Assignments: **Addictions Presentations Due (via Tegrity)**	CACREP Section II: G.1.j., G.7.b., G.8.a., G.8.e; Section III: CMHC C5, G4, I1; Section III: SCHOOL I1
12	11/11/13	Family counseling Persons with Disabilities	Readings: Chapter 14 and 15 Assignments: none	CACREP Section II: G.1.g, G.2.b., G.3.g., G.5.a., G.5.d.; Section III: CMHC C4, C8; Section III: SCHOOL G2
13	11/18/13	Prevention Programs	Readings: Chapter 16 Assignments: **12- step Assignment Due**	CACREP Section II: G.1.b., G.2.b., G.3.g.; Section III: CMHC C4, C8
14	11/25/13	Cross Cultural Counseling in Addictions **Section 1 meets in Murray**	Readings: Chapters 17, 18, 19 Assignments: **Movie Paper Due**	CACREP Section II: G.2.d., G.3.g., G.5.a., G.5.c., G.5.d., G.8.e., G.8.f; Section III: CMHC A6, C4, C5, D8, G4, H4, I1,K3; Section III: SCHOOL I1
15	12/2/13	Cross Cultural Counseling in Addictions **Section 2 meets in Madisonville**	Readings: Chapters 17, 18, 19 Assignments: **Exam**	CACREP Section II: G.1.g, G.2.b.,Section III: CMHC A6, C4, C8, G4, K3; Section III: SCHOOL G2

Part 1: Abstinence Exercise: Letter to My Substance/Behavior Rubric (23 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.d.; Helping Relationships: G.5.a.	Student thoroughly describes his/her addiction and how he/she plans to overcome this addiction. Thoroughly outlines a self-care/wellness plan. = 6	Student describes his/her addiction and how he/she plans to overcome this addiction. Outlines a self-care/wellness plan. = 4	Student partially describes his/her addiction and how he/she plans to overcome this addiction. Partially outlines a self-care/wellness plan. = 2	Student fails to describe his/her addiction and how he/she plans to overcome this addiction. Fails to outline a self-care/wellness plan. = 0	
Section III CMHC Counseling, Prevention, Intervention: C4	Student thoroughly describes the etiology of addiction and co-occurring disorders. = 6	Student describes the etiology of addiction and co-occurring disorders. = 4	Student partially describes the etiology of addiction and co-occurring disorders. = 2	Student fails to describe the etiology of addiction and co-occurring disorders. = 0	
Section III CMHC Counseling, Prevention, Intervention: C8	Student thoroughly identifies his/her support system and the importance of family/community during the abstinence process. = 6	Student identifies his/her support system and the importance of family/community during the abstinence process. =4	Student partially identifies his/her support system and the importance of family/community during the abstinence process. = 2	Student fails to identify his/her support system and the importance of family/community during the abstinence process. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 5		Inappropriate writing and formatting. = 0		
Total Points Possible: 23					**/23**

Abstinence Log Rubric (54 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Helping Relationships: G.5.a. Section III CMCH Counseling, Prevention, Intervention: C4, C8	Student thoroughly describes his/her addiction and how he/she is working to overcome this addiction. Thoroughly outlines a self-care/wellness plan. = 15=20	Student describes his/her addiction and how he/she is working to overcome this addiction. Outlines a self-care/wellness plan. = 10-14	Student partially describes his/her addiction and how he/she is working overcome this addiction. Partially outlines a self-care/wellness plan. = 5-9	Student fails to describe his/her addiction and how he/she is working to overcome this addiction. Fails to outline a self-care/wellness plan. =0-4	
Section III CMHC Counseling, Prevention, Intervention: C8	Student thoroughly describes his/her thoughts, feeling, and reactions to his/her addiction. Student thoroughly identifies any times of relapse and how the individual handled this relapse. = 15-50	Student describes his/her thoughts, feeling, and reactions to his/her addiction. Student identifies any times of relapse and how the individual handled this relapse. = 10-14	Student partially describes his/her thoughts, feeling, and reactions to his/her addiction. Student partially identifies any times of relapse and how the individual handled this relapse. = 5-9	Student fails to describe his/her thoughts, feeling, and reactions to his/her addiction. Student fails to identify any times of relapse and how the individual handled this relapse. = 0-4	
Weekly Log Entries	Student has at least	Student has at least	Student has at less than	Student has at less than	

	three entries per week that are at least ½ page in length each. = 11-14	three entries per week that are at less than ½ page in length each. = 8-10	three entries per week that are at least ½ page in length each. = -4-7	three entries per week that are at less than ½ page in length each. = 0-3	
Total Points Possible: 54					**/54**

Summary Paper Rubric (23 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.d.; Helping Relationships: G.5.a	Student thoroughly describes the nature of addiction and self-care strategies he/she participated in throughout the process. = 6	Student describes the nature of addiction and self-care strategies he/she participated in throughout the process. = 4	Student partially describes the nature of addiction and self-care strategies he/she participated in throughout the process. =2	Student fails to describe the nature of addiction and self-care strategies he/she participated in throughout the process. =0	
Section III CMHC Counseling, Prevention, Intervention: C4	Student thoroughly describes the etiology of addiction and co-occurring disorders. = 6	Student describes the etiology of addiction and co-occurring disorders. = 4	Student partially describes the etiology of addiction and co-occurring disorders. = 2	Student fails to describe the etiology of addiction and co-occurring disorders. = 0	
Section III CMHC Counseling, Prevention, Intervention: C8	Student thoroughly identifies his/her support system and the importance of family/community during the abstinence process. = 6	Student identifies his/her support system and the importance of family/community during the abstinence process. =4	Student partially identifies his/her support system and the importance of family/community during the abstinence process. = 2	Student fails to identify his/her support system and the importance of family/community during the abstinence process. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 5		Inappropriate writing and formatting. = 0		
Total Points Possible: 23					**/23**

Attendance at 12- Step Meeting Assignment Rubric (100 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Summary Paper					
Section II Professional Orientation and Ethics: G.1.b.	Student thoroughly describes the role of the group leader and how this influenced his/her thoughts beliefs and feelings. = 12	Student describes the role of the group leader and how this influenced his/her thoughts beliefs and feelings. =8	Student partially describes the role of the group leader and how this influenced his/her thoughts beliefs and feelings. =4	Student fails to describe the role of the group leader and how this influenced his/her thoughts beliefs and feelings. =0	
Section II Social and Cultural Diversity: G.2.b.	Student thoroughly describes the diversity experienced during the 12- Step meetings and what he/she learned from this experience. = 12	Student describes the diversity experienced during the 12- Step meetings and what he/she learned from this experience. = 8	Student partially describes the diversity experienced during the 12- Step meetings and what he/she learned from this experience. =4	Student fails to describe the diversity experienced during the 12- Step meetings and what he/she learned from this experience. =0	

Section II Human Growth and Development: G.3.g.	Student thoroughly describes any theories or model of etiologies present in the 12 –Step meetings attended and what they learned from this process. = 12	Student describes any theories or model of etiologies present in the 12 –Step meetings attended and what they learned from this process. = 8	Student partially describes any theories or model of etiologies present in the 12 –Step meetings attended and what they learned from this process. = 4	Student fails to describe any theories or model of etiologies present in the 12 –Step meetings attended and what they learned from this process. = 0	
Section III CMHC Counseling, Prevention, Intervention: C4	Student thoroughly identifies the model of etiology present in the twelve-step group. = 12	Student identifies the model of etiology present in the twelve-step group. = 8	Student partially identifies the model of etiology present in the twelve-step group. =4	Student fails to identify the model of etiology present in the twelve-step group. = 0	
Section III CMHC Counseling, Prevention, Intervention: C8	Student thoroughly identifies if group members described the importance of family or community supports in their recovery process. = 12	Student identifies if group members described the importance of family or community supports in their recovery process. = 8	Student partially identifies if group members described the importance of family or community supports in their recovery process. = 4	Student fails to identify if group members described the importance of family or community supports in their recovery process. =0	
Attendance Log 1	Student thoroughly describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student thoroughly describes what he/she learned from the meeting and meets the page requirement. = 10	Student describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student describes what he/she learned from the meeting but does not meet the page requirement. = 7-8	Student partially describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student partially describes what he/she learned from the meeting and meets the page requirement for each entry. = 5-6	Student fails to describe his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student fails to describe what he/she learned from the meeting and does not meet the page requirement for each entry. = 0-4	
Attendance Log 2	Student thoroughly describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student thoroughly describes what he/she learned from the meeting and meets the page requirement. = 10	Student describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student describes what he/she learned from the meeting but does not meet the page requirement. = 7	Student partially describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student partially describes what he/she learned from the meeting and meets the page requirement for each entry. = 4	Student fails to describe his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the meetings, and 3) after the meeting. Student fails to describe what he/she learned from the meeting and does not meet the page requirement for each entry. = 0	
Attendance Log 3	Student thoroughly describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the	Student describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the	Student partially describes his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the	Student fails to describe his/her attendance at three different 12-Step meetings including his/her thoughts and feelings 1) before the meetings, 2) during the	

	meetings, 2) during the meetings, and 3) after the meeting. Student thoroughly describes what he/she learned from the meeting and meets the page requirement. = 10	meetings, and 3) after the meeting. Student describes what he/she learned from the meeting but does not meet the page requirement. = 7	meetings, 2) during the meetings, and 3) after the meeting. Student partially describes what he/she learned from the meeting and meets the page requirement for each entry. = 4	meetings, and 3) after the meeting. Student fails to describe what he/she learned from the meeting and does not meet the page requirement for each entry. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). =7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 100					**/100**

Addiction Presentation Rubric (100 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.j.	Student thoroughly describes the role of a counselor in addressing the addiction and any ethical issues present when working with a client struggling with this addiction. = 10	Student describes the role of a counselor in addressing the addiction and any ethical issues present when working with a client struggling with this addiction. = 7	Student partially describes the role of a counselor in addressing the addiction and any ethical issues present when working with a client struggling with this addiction. = 4	Student fails to describe the role of a counselor in addressing the addiction and any ethical issues present when working with a client struggling with this addiction. = 0	
Section III CMHC Counseling, Prevention Intervention: C8	Student thoroughly describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 10	Student describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 7	Student partially describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 4	Student fails to describe the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 0	
Section II Assessment: G.7.b.	Student thoroughly describes any assessments that may be used when assessing someone dealing with this particular addiction. =10	Student describes any assessments that may be used when assessing someone dealing with this particular addiction. =7	Student partially describes any assessments that may be used when assessing someone dealing with this particular addiction. =4	Student fails to describe any assessments that may be used when assessing someone dealing with this particular addiction. =0	
Section II Research and Program Evaluation: G.8.a Section III CMHC Research and	Student thoroughly includes a list of current and relevant resources. Student thoroughly articulates the potential	Student includes a list of current and relevant resources. Student articulates the potential for co-occurring	Student partially includes a partial list of current and relevant resources. Student partially articulates the	Student fails to fails to include a list of current and relevant resources. Student fails to articulate the potential	

Evaluation: I1 Section III SC: I1	for co-occurring disorders. = 10	disorders. = 7	potential for co-occurring disorders. =4	for co-occurring disorders. = 0	
Section II Research and Program Evaluation: G.8.e.	Student thoroughly identifies evidenced based practices for working with this addiction. = 10	Student identifies evidenced based practices for working with this addiction. =7	Student partially identifies evidenced based practices for working with this addiction. = 4	Student fails to identify evidenced based practices for working with this addiction. = 0	
Section III CMHC Assessment: G4	Student thoroughly identifies screening instruments utilized for particular substance/process addiction. =10	Student identifies screening instruments utilized for particular substance/process addiction. =7	Student partially identifies screening instruments utilized for particular substance/process addiction. =4	Student fails to identify screening instruments utilized for particular substance/process addiction. =0	
Presentation	Presentation includes all of the major components and is within the time limit. = 40	Presentation contains most of the major components and is within 5 minutes of the time limit. = 30	Presentation contains some of the major components and/or is more than five minute over/under time limit. = 20	Presentation fails to address many of the major components and does not meet the time constraint. =10	
Total Points Possible: 100					**/100**

Addictions in the Movies Paper Rubric (100 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Social and Cultural Diversity: G.2.d.	Student thoroughly describes the role of diversity in addictions counseling. Thoroughly discusses the range of mental health services for those struggling with addiction. = 8	Student describes the role of diversity in addictions counseling. Discusses the range of mental health services for those struggling with addiction. = 5	Student partially describes the role of diversity in addictions counseling. Partially discusses the range of mental health services for those struggling with addiction. = 3	Student fails to describe the role of diversity in addictions counseling. Fails to discuss the range of mental health services for those struggling with addiction. = 0	
Section II Human Growth and Development: G.3.g.	Student thoroughly describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 8	Student describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 5	Student partially describes the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 3	Student fails to describe the impact of family involvement when an individual is struggling with this form of addiction and any genetic or intergenerational factors relevant in working with someone struggling with this addiction. = 0	
Section II Helping Relationships: G.5.a.	Student thoroughly articulates his/her chosen theory/model of etiology of addictions and articulates the impact of wellness and	Student articulates his/her chosen theory/model of etiology of addictions and articulates the impact of wellness and	Student partially articulates his/her chosen theory/model of etiology of addictions and articulates the impact of wellness and	Student fails to articulate his/her chosen theory/model of etiology of addictions and articulates the impact of wellness and	

	diagnosis for clients. Student thoroughly describes the stage of dependence the client is current experiencing. = 8	diagnosis for clients. Student describes the stage of dependence the client is current experiencing. =5	diagnosis for clients. Student partially describes the stage of dependence the client is current experiencing. =3	diagnosis for clients. Student fails to describe the stage of dependence the client is current experiencing. =0	
Section II Helping Relationships: G.5.c., G5.d	Student thoroughly articulates his/her theoretical orientation and demonstrates appropriate clinical techniques in conceptualization. =8	Student articulates his/her theoretical orientation and demonstrates appropriate clinical techniques in conceptualization. =5	Student partially articulates his/her theoretical orientation or demonstrates appropriate clinical techniques in conceptualization. =3	Student fails to articulate his/her theoretical orientation and does not demonstrate appropriate clinical techniques in conceptualization. =0	
Section II Research and Program Evaluation: G.8.e., G.8.f. Section III CMHC Research and Evaluation: I1; Section III SC: I1	Student critically evaluates relevant research and incorporates this component into case conceptualization. =8	Student critically evaluates relevant research and incorporates this component into case conceptualization. =5	Student partially evaluates relevant research and incorporates this component into case conceptualization. =3	Student fails to evaluate relevant research and incorporate this component into case conceptualization. =0	
Section III CMHC Foundations: A6	Student thoroughly discusses how medical issues may co-exist or mimic within the case conceptualization. =8	Student discusses how medical issues may co-exist or mimic within the case conceptualization. =5	Student partially discusses how medical issues may co-exist or mimic within the case conceptualization. =3	Student fails to discuss how medical issues may co-exist or mimic within the case conceptualization. =0	
Section III CMHC Counseling, Prevention, Intervention: C4	Student thoroughly identifies his/her model of etiology of addiction. =8	Student identifies his/her model of etiology of addiction. =5	Student partially identifies his/her model of etiology of addiction. =3	Student fails identify his/her model of etiology of addiction. =0	
Section III CMHC Counseling, Prevention, Intervention: C5	Student thoroughly identifies the various service delivery methods they would utilize with client. =8	Student identifies the various service delivery methods they would utilize with client. =5	Student partially identifies the various service delivery methods they would utilize with client. =3	Student fails to identify the various service delivery methods they would utilize with client. = 0	
Section III CMHC Counseling, Prevention, Intervention: D8	Student thoroughly identifies appropriate counseling strategies to utilize with a client who is struggling with an addiction. = 8	Student identifies appropriate counseling strategies to utilize with a client who is struggling with an addiction.. =5	Student partially identifies appropriate counseling strategies to utilize with a client who is struggling with an addiction.. =3	Student thoroughly identify appropriate counseling strategies to utilize with a client who is struggling with an addiction.. = 0	
Section III CMHC Assessment: G4	Student thoroughly identifies screening instruments he/she would utilize with client. =8	Student identifies screening instruments he/she would utilize with client. =5	Student partially identifies screening instruments he/she would utilize with client. =3	Student fails to identify screening instruments he/she would utilize with client. = 0	
Section III CMHC Assessment: H4	Student thoroughly demonstrates how he/she would apply assessment strategies to determine client's stage of change, level of dependence, and placement criteria. =8	Student demonstrates how he/she would apply assessment strategies to determine client's stage of change, level of dependence, and placement criteria. =5	Student partially demonstrates how he/she would apply assessment strategies to determine client's stage of change, level of dependence, and placement criteria. =3	Student fails to demonstrate how he/she would apply assessment strategies to determine client's stage of change, level of dependence, and placement criteria. = 0	

Section III CMHC Assessment: K3	Student thoroughly describes the impact of co-occurring disorders on medical and psychological disorders. =	Student describes the impact of co-occurring disorders on medical and psychological disorders. =	Student partially describes the impact of co-occurring disorders on medical and psychological disorders. =	Student fails to describe the impact of co-occurring disorders on medical and psychological disorders. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 4	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). =3	Writing mostly does not demonstrate APA format. = 3	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 100					**/100**