



**COUN 591: Substance Abuse Disorders Counseling Syllabus
Summer 2021**

Course Information

Course Title, Number, Section Number: Substance Abuse Disorders Counseling, COUN 591, 001

Term & Year:

Number of Credits: 3 Credits

Course Location: Murphy Center 474

Dates & Times:

Weekend 1: Friday, July 9 (5-10 PM) and Saturday, July 10 (8 AM -5 PM)

Weekend 2: Friday, July 23 (5-10 PM) and Saturday, July 24 (8 AM-5 PM)

Weekend 3: Friday, August 6 (5-10 PM) and Saturday, August 7 (8 AM-5 PM)

Instructor Information

Name:

Office:

Office Hours:

Phone:

Cell:

Email:

Course Description

This course addresses the personal, social, emotional, physiological, and environmental factors related to substance abuse disorders. Evaluations, diagnosis and treatment methods for substance use disorders, as well as co-occurring disorders will be examined. Professional, ethical, and legal issues unique to this population will be addressed.

Prerequisite: COUN 590.

Methods of Instruction

This course will contain lectures, large and small group discussions, role-play demonstrations, recorded sessions, individual evaluation reviews, and experiential activities.

Required and Recommended Course Materials

Course Texts:

Required:

Treating Addiction: A Guide for Professionals, 2nd Edition William R. Miller; Alyssa A. Forcehimes; Allen Zweben. ISBN 978-4625-4044-0

Supplementary Text:

Doweiko, H.E. (2015). *Concepts of Chemical Dependency*. 9th.ed. Brooks and Cole: Cengage Learning.

Other readings as assigned

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

Course Objectives (CACREP) As a result of successfully completing this course, the student will develop an enhanced understanding of Substance Abuse Counseling.

Student Learning Outcomes

1. Describe the biopsychosocial model of substance abuse and the potential implications for the substance abuse and co-occurring disorders.
2. Outline current theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients, including: crisis intervention and methods for measuring treatment outcomes.
3. Discuss the established diagnostic and specific Screening/instruments and criteria for substance use, process addictions, and co-occurring disorders
4. Demonstrates skill in conducting an intake interview that integrates an accurate multi axial diagnosis, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning, caseload management, and discussion of differential diagnosis with collaborating professionals.
5. Demonstrate cultural competency in adapting and providing treatment services appropriate for substance abuse populations with attention to cultural diversity.
6. Use the principles and practices of treatment modalities and placement criteria, within the continuum of counseling (prevention, intervention, and treatment) and to initiate, maintain, and terminate counseling, utilizing the stages of change framework.
7. Delivers information regarding insurance and health maintenance options, as well as community resources to make referrals employing effective strategies to promote client understanding of these resources, promoting optimal human development and wellness.
8. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship including the importance of ongoing supervision and continuing education in the delivery of client services.
9. Identify standard screening and assessment instruments for substance use disorders and process addictions, including screening for addiction, aggression, harm, and co-occurring disorders.

COUN 591 Standards/Assignment Alignment Chart

The curriculum is also designed to enhance a student’s professional identity and counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and the WI Substance Abuse Counseling specialty (MPSW 1.09) as explicated through specific assignments as noted below.

Student Learning Outcomes	2016 CACREP Standards	Assignments/Activities
1. Describe the biopsychosocial model of substance abuse and the potential implications for the substance abuse and co-occurring disorders.	<i>5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</i>	
2. Outline current theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients, including: crisis intervention and methods for measuring treatment outcomes.	<i>2.F.5. i. development of measurable outcomes for clients</i> <i>2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention</i> <i>5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses</i>	
3 Discuss the established diagnostic and specific Screening/instruments and criteria for substance use, process addictions, and co-occurring disorders	<i>5.C.1.e. psychological tests and assessments specific to clinical mental health counseling</i>	
4 Demonstrates skill in conducting an intake interview that integrates an accurate multi axial diagnosis, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning, caseload management, and discussion of differential diagnosis with collaborating professionals.	<i>5.C.3.a intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</i> <i>5.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)</i>	
5 Demonstrate cultural competency in adapting and providing treatment services appropriate for substance abuse populations with attention to cultural diversity.	<i>5.C.2.j. cultural factors relevant to clinical mental health counseling</i>	
6 Use the principles and practices of treatment modalities and placement criteria, within the continuum of counseling (prevention, intervention, and treatment) and to initiate, maintain, and terminate counseling, utilizing the stages of change framework.	<i>5.C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</i>	
7 Delivers information regarding insurance and health maintenance options, as well as community resources to make referrals employing effective strategies to promote client understanding of these resources, promoting optimal human development and wellness.	<i>5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</i>	

8 Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship including the importance of ongoing supervision and continuing education in the delivery of client services.	<i>5.C.2.1 legal and ethical considerations specific to clinical mental health counseling</i>	
9 Identify standard screening and assessment instruments for substance use disorders and process addictions, including screening for addiction, aggression, harm, and co-occurring disorders.	<i>5.C.1.e. psychological tests and assessments specific to clinical mental health counseling</i>	

COUN 591: Substance Abuse Disorders Counseling
EDUCATIONAL REQUIREMENT FOR STATE OF WI

SAC Education	591
1. <i>Assessment</i>	15
2. <i>Counseling</i>	
3. <i>Case Management</i>	10
4. <i>Education</i>	15
5. <i>Professional Responsibility</i>	5
6. <i>Electives within the performance domains listed above</i>	
Total	45

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.

- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services:

<https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Health Services. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.