



Course Information

Fieldwork in Substance Abuse Counseling, COUN 592, 001

Number of Credits: 3 Graduate

Course Meets Friday, 9/24 from 5:30 to 10 PM, Saturday 9/25 from 800AM – 500PM; Friday 10/8 from 5:30 to 10 PM, Saturday 10/9 from 800 AM till 5PM; and Friday 10/22 530 to 1000PM, Saturday 10/23 from 800 AM till 500PM

Room Number: Murphy Center 436

Instructor Information

Name:

Office:

Office Hours:

Phone:

Email:

Instructor Preferred Method/ Times for Student Contact:

The best way to contact me is by email. I usually respond within 24 hours save for weekends, where the response may be longer. Office hours are by arrangement via email.

Course Description

This course provides practice and fieldwork in the competency areas of prevention, assessment, intervention and treatment of substance abuse disorders with an emphasis on evidence-based individual and group methods. Specific topics covered include dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations.

Required Course Materials

Phelps, L. (2015). *Intervention, Treatment, and Recovery: A practical guide to the TAP 21 addiction counseling competencies* (2nd ed.). Dubuque, IA: Kendall Hunt. ISBN: 978-1-4652-9609-2

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. Students will describe and apply the biopsychosocial model of substance abuse and evidence-based treatment, based upon current research; recognize stages of change in relation to personal and cultural identity.
2. Students will recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse.
3. Students will recognize and understand the social, political, and economic concepts relative to culturally diverse groups. Emphasize the impact of family and community systems in relation to risk and resiliency factors.
4. Students will understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
5. Students will utilize a multi-disciplinary, case management [approach including the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.
6. Students will understand the addiction professional's obligations to adhere to ethical and behavioral standards, including the importance of self-awareness of one's personal, professional and cultural life as well as ongoing supervision and continuing education in the delivery of client services.
7. Students will recognize that crisis may indicate an underlying substance use disorder and may be a window of opportunity for change.
8. Students will understand and apply and prepare for how the MMHC practicum and internship sequence develops competence in the clinical application of counseling, conducting and reviewing research related to counseling, and in completing studies regarding human behavior and mental processes. These emphasis areas prepare graduates to help mentally ill populations in our society; those affected by mental health and substance abuse disorders

COUN 592 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 speciality (MPSW 1.09) as explicated through specific assignments as noted below.

Student Learning Outcomes	CACREP Standards	Activities and Assessments
1 Students will describe and apply the biopsychosocial model of substance abuse and evidence-based treatment, based upon current research; recognize stages of change in relation to personal and cultural identity.	<i>5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</i>	
2 Students will recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the	<i>5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</i>	

Student Learning Outcomes	CACREP Standards	Activities and Assessments
potential for medical and psychological disorders to co-exist with addiction and substance abuse.		
3 Students will recognize and understand the social, political, and economic concepts relative to culturally diverse groups. Emphasize the impact of family and community systems in relation to risk and resiliency factors.	<p><i>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</i></p> <p><i>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</i></p> <p><i>5.C.2.j. cultural factors relevant to clinical mental health counseling</i></p>	
4 Students will understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.	<p><i>5.C.1.e. psychological tests and assessments specific to clinical mental health counseling</i></p> <p><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></p>	
5 Students will utilize a multi-disciplinary, case management [approach including the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.	<p><i>5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</i></p>	
6 Students will understand the addiction professional's obligations to adhere to ethical and behavioral standards, including the importance of self-awareness of one's personal, professional and cultural life as well as ongoing supervision and continuing education in the delivery of client services.	<p><i>2.F.1.l. strategies for personal and professional self-evaluation and implications for practice</i></p> <p><i>2.F.1.m. the role of counseling supervision in the profession</i></p> <p><i>5.C.2.l legal and ethical considerations specific to clinical mental health counseling</i></p>	
7 Students will recognize that crisis may indicate an underlying substance use disorder and may be a window of opportunity for change.	<p><i>2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</i></p>	
8 Students will understand and apply and prepare for how the CMHC practicum and internship sequence develops competence in the clinical application of counseling, conducting and reviewing research related to counseling, and in completing studies regarding human behavior and mental processes. These emphasis areas prepare graduates to help mentally ill populations in our society; those affected by mental health and substance abuse disorders	<p><i>2.F.8.b. identification of evidence-based counseling practices</i></p>	

COUN 592:Fieldwork of Substance Abuse Counseling
EDUCATIONAL REQUIREMENT FOR STATE OF WI

SAC Education	592
1. <i>Assessment</i>	
2. <i>Counseling</i>	5
3. <i>Case Management</i>	15
4. <i>Education</i>	15
5. <i>Professional Responsibility</i>	10
6. <i>Electives within the performance domains listed above</i>	
Total	45

Course Instruction Methodology

This course will contain lectures, large and small group experiential activities and discussions, role-play demonstrations, recorded sessions, individual evaluation reviews, and experiential activities. There will also be projects based learning.

Evaluation Method

Student Assessment/Grading

Students are evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades are assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students are assessed based on knowledge obtained through the text and class discussions.
- Students are assessed on skill competence by demonstrating competence in the various skills and stages of counseling. Skill competency assessment will be based on digital audio or video recordings, written reports, class discussions, and the individual's midterm and final process evaluations. Activities will include those in class and on-going counseling dyads/triads conducted in the counseling laboratory.
- Students will be assessed on their Counselor Competency and Fitness.

Assignments	Due Date	Points/Weight
Professional Development Plan	See Moodle	TBD
Competency Assignments	See Moodle	
Counseling Tapes/Transcriptions – Group and Individual	See Moodle	
Final Assignment – Options One or Two	See Moodle	
Competency Assignments	See Moodle	
In Class assignment as assessed by instructor		

Grading Scale:

A	95-100%
A/B	90-94%
B/	85-89%
B/C	80-84%
C	75-79%
C/D	70-74%
D	65-69%

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on MOODLE. Digital video recordings are to be submitted on either via OneDrive or Sharepoint.

Late Work Policy

Late submissions will be accepted as long as this arranged **PRIOR** to the due date. After 3 days (whether approved or not) there will be a 25% point reduction. After 7 days (whether approved or not) the score will change to "0." All late assignments that are not brought to the instructor's attention will be graded "0."

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. The MSMHC program views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Graduate students are expected to attend all classes required by the MSMHC program. Absences beyond one three hour class per course will lower your grade a half letter for each absence.

COVID Syllabus Statements

General Attendance and Participation

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. The MSMHC program views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Graduate students as future licensed professionals are expected to attend all classes required by the MSMHC program. Absences beyond one three hour class per course will lower your grade a half letter for each absence. Students are expected to contact the instructor about missing classes

As we return to campus this Spring, our altered classroom environments are calling us to think in new ways about our courses and how we create a welcoming community for all our students. This document includes **recommended** statements and topical suggestions to be included in your syllabi for Fall 2020 to help clarify and cultivate a supportive community of teaching and learning. Additional information and support for planning for courses this fall can be found on the Provost's page: <https://www.viterbo.edu/office-provost/faculty-and-adjunct-resources>

COVID-19 Related Statements

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (<https://appadvice.com/game/app/viterbo-university/1315582792>). A green status will be required for entry into all courses. For additional information and resources in regards 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 [Rick Trietley](#), Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the 2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- **Undergraduate Catalog:** <https://www.viterbo.edu/node/23866#Attendance%20Policy>
- **Graduate Catalog:** <https://www.viterbo.edu/node/28556#Attendance>

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- show up on time;
- be prepared for our collective work;
- and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on;
- mute yourself when not speaking; and
- focus your attention on the speaker.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Below are tips for participating in a Zoom session:

- join the meeting early and test speaker, microphone, and camera settings;
- keep speakers away from microphones to avoid feedback;
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at:

<https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>.

Other COVID-19 Syllabus Topics to Consider

1. Articulate how office hours will be conducted. Will they be in-person? Virtually? Both? How will students schedule appointments?
2. Include information on how to reach the instructor outside of class.

Communicate how students will join the class if they are participating re

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.

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.

Course Support Services

Learning assistance is available from the Academic Resource Center. All assistance can be scheduled via Services in Starfish Connect. Content tutoring is available for all students in all Viterbo classes by selecting "Tutoring in the Academic Resource Center" and completing the request form. Individual math and undergraduate writing assistance are available by selecting Math Assistance or Writing Assistance.

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 at 796-3190.

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.

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).

Updated January 2021