University of North Texas at Dallas
Summer I 2015
SYLLABUS

COUN 5610D – 020 Addiction Counseling (3 Credit hrs.)

Department of	Counseling & Human Services	Division of	Education and Human Services

Instructor Name:	Dr. Phillip Ortiz, Ed.D., LCSW
Office Location:	N/A
Office Phone:	972-338-1345
Email Address:	Phillip.Ortiz@untdallas.edu

Office Hours:	By appointment
Virtual Office Hours:	N/A

Classroom Location:	DAL2, RM 338
Class Meeting Days & Times:	**Wednesday's 5:00pm-9:50pm & Online**

Course Catalog Description:	Etiology and principles of addiction as well as counseling practices relevant to substance abuse and addiction counseling.

Prerequisite:	COUN 5680 and 5710

Required Text:	Cappuzi, D. & Stauffer, M. (2012). *Foundations of Addiction Counseling. Second Edition.* Upper Saddle River, N.J.: Pearson.

Recommended Text and References:	

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

This course covers principles and practices of drug and addiction education and abuse prevention with special application to the functions of counselors. The goals of this course are for each student to (a) describe the history and scope of drug use in the United States, developmental correlates; and cultural differences affecting drug and substance use and (b) document their understandings of drugs and addictions, recovery, and social problems with citations from current research.

Learning Objectives/Outcomes: At the end of this course, the student will be able to:

1	Discuss the history, philosophy, and trends in addition counseling. (CACREP A.1.)
2	Identifies ethical and legal considerations specifically related to the practice of addiction counseling. (CACREP A. 2; B. 1)
3	Explains the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals. (CACREP 2.3)
4	Identifies the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling. (CACREP A. 4)
5	Explains a variety of models and theories of addiction related to substance use and other addictions. (CACREP A. 5)
6	Discerns the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. (CACREP A. 6)
7	Discerns the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse. (CACREP A. 7).
8	Identifies factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders. (CACREP A. 8)
9	Explains the impact of crises, disasters, and other trauma-causing events on persons with addictions. (CACREP A. 9)
10	Explains the principles of addiction education, prevention, intervention, and consultation. (CACREP C. 1).
11	Discusses the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems. (CACREP C. 2).
12	Explains the importance of family, social networks, and community systems in the treatment and recovery process. (CACREP C. 3).
13	Discusses the role of spirituality in the addiction recovery process. (CACREP C. 4)
14	Demonstrates a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders. (CACREP C. 5)
15	Explains the principles and philosophies of addiction-related self-help programs. (CACREP C. 6)
16	Identifies professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice. (CACREP C. 7)
17	Applies principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling. (CACREP D.1)
18	Creates individualized helping strategies and treatment modalities to each client's stage of dependence, change, or recovery. (CACREP D. 2)
19	Demonstrates appropriate counseling strategies when working with clients with addiction and co-occurring disorders.(CACREP D. 3).

Course Outline
See separate course calendar.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Quizzes: Students will take 10 open-book multiple-choice quizzes on material covered in class and in the book. Quizzes will be posted in Blackboard.

2. Discussion Questions: Students will respond to various sets of discussion questions regarding material covered in class and in the book. Responses to the discussion questions shall be posted on Blackboard. It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board. You are required to respond to two members of the class in the discussion board.

3. Empathy Project: Students will identify something to "give up" (i.e. caffeine, smoking, chocolate, alcohol, etc.) for the entire 5 weeks. They will chart their behavior and record their thoughts and feelings. They will participate in a structured "self-help" group during each class. At the end of the semester, they will respond to the following questions: (a) what were your behavioral, psychological, physical, and social effects of your "addiction" on you and significant others; (b) explain the importance of family, social networks, and community systems in your treatment and recovery process; and (c) what was the role of spirituality in the addiction recovery process? (Rubric will be posted on Blackboard).

4. Video Demonstration and Report: Students will video record themselves counseling another student regarding their addiction. The student will demonstrates a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders, specifically Motivational Interviewing and Cognitive Behavioral strategies. The student will submit a counseling progress note of their counseling session (Rubric will be posted on Blackboard).

5. Treatment Plan: Students will respond to a given case study by (a) applying principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling and (b) create individualized helping strategies and treatment modalities to each client's stage of dependence, change, or recovery. (Rubric will be posted on Blackboard).

6. Final Exam: Students will take an open book final exam that covers materials covered in the book and class related to SLO 1-13, 15, 16.

7. Attendance/Participation: You will receive points for participating in the "in-class" activities. Please plan to attend all the class meetings.

Grading Matrix:

Instrument	SLO	Value (points or percentages)	Total
Attendance/Participation	1 – 13, 15, 16	5@10 Points each	50
Online Discussions	1 – 13, 15, 16	5 @ 10 points each	50
Online Quizzes	1-13, 15, 16	10 @ 10 points each	100
Empathy Project	6, 12, 13		100
Video Demo & Report	14, 19		200
Treatment Plan	17, 18		300
Final Exam	1-13, 15, 16	50 points	200
Total:			**1,000**

Grade Determination:

A = 1,000 – 900 pts; i.e. 90% or better
B = 899 – 800 pts; i.e. 80 – 89 %
C = 799 – 700 pts; i.e. 70 – 79 %
D = 699 – 600 pts; i.e. 60 – 69 %
F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:
Students are expected to submit all assignments at the due date when class meets.
Late work will not be accepted or awarded credit. There will be no make-up work.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. More than one none emergency absents or tardiness more than 20 minutes will result in a 5% deduction from the overall grade.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

COUN 5610 Drug and Addiction Education for Counselors Rubrics

Discussion Questions

	Exceeds Expectations	**Meets Expectations**	**Does Not Meet Expectations**
Response to Questions or Prompts	- Demonstrates strong understanding by integrating numerous concepts from textbook or class - Original and insightful that leads to rich discussion (5)	• Demonstrates strong understanding by integrating numerous concepts from textbook or class • However, not original and insightful (4)	Does not demonstrate strong understanding of the readings (3)
Response to 2 other students	Elaborates on other's ideas or provides contrasting view (5)	Responds to others with simple agreement or disagreement of particular comments (4)	Short response that does not indicate thought (3)

Empathy Project

Criteria	Above Expectations (25 points)	Meets Expectations (20 points)	Below Expectations (15 points)
Behavior Record	• Chart tracking addiction free days and indulgences for each day for 5 weeks • Thoughts and feelings recorded for several compliance days and all non-compliance days	• Chart tracking addiction free days and indulgences for most days for 5 weeks • Thoughts and feelings recorded for a few compliance days and l non-compliance days	• Has one but not both chart tracking and thoughts and feelings logs
Explain behavioral, psychological, physical, and social effects of your "addiction" on you and significant others	• Insightful • Empathy for people struggling with addiction is clear • Clear and logical • Integrates concepts from text and class	• Clear and logical • Integrates concepts from text and class	Has one but not both of clear/logical and integrates concepts
Explain the importance of family, social networks, and community systems in your treatment and recovery process	• Insightful • Empathy for people struggling with addiction is clear • Clear and logical • Integrates concepts from text and class	• Clear and logical • Integrates concepts from text and class	Has one but not both of clear/logical and integrates concepts
Explains the role of spirituality in the addiction recovery process	• Insightful • Empathy for people struggling with addiction is clear • Clear and logical • Integrates concepts from text and class	• Clear and logical • Integrates concepts from text and class	Has one but not both of clear/logical and integrates concepts

Video Demonstration and Report Rubric

Video and Demonstration Rubric

	Exceeds Expectations (25 points)	Meets Expectations (20 points)	Does Not Meet Expectations (15 points)
Basic Counseling Skills (Posture; Session Opening; Reflecting Feelings & Content; Open-ended questions; Session closing)	Consistently demonstrated all skills	Consistently demonstrated all skills except for a few minutes or a few misses	Did not consistently demonstrate most skills
Motivational Interviewing	Consistently demonstrated basic MI skills	Consistently demonstrated basic MI skills except for a few minutes or a few misses	Did not consistently demonstrate basic MI skills
Cognitive Therapy	Consistently demonstrated basic CT skills	Consistently demonstrated basic CT skills except for a few minutes or a few misses	Did not consistently demonstrate basic CT skills
Session Summary Report	SOAP Clear and accurate All Better responses accurate Strengths and Areas for improvement clear and accurate	One or two inaccuracies	More than two inaccuracies

Treatment Plan Rubric

Criteria	Exceeds Expectations (30 points)	Meets Expectations (25 points)	Below Expectations (20 points)
1. **Diagnosis: Applies principles and practices to the case study**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
2. **Initiate Treatment: Applies principles and practices**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
3. **Describes Individualized helping strategies and treatment modalities during precontemplation**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
4. **Describes Individualized helping strategies and treatment modalities during contemplation**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
5. **Maintain Treatment: Applies principles and practices**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
6. **Describes Individualized helping strategies and treatment modalities during preparation**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
7. **Describes Individualized helping strategies and treatment modalities during action**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
8. **Terminate Treatment: Applies principles and practices**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts

9.	**Describes Individualized helping strategies and treatment modalities during maintenance**	• Accurate • Clear and logical • Integrates concepts from text and class	• Accurate • Clear and logical • Does not integrate concepts from text and class	Has one but not both of clear/logical and integrates concepts
10.	**Grammar, editing, & APA 6th edition citation of at least 3 references**	Only 1 or 2 errors	3 or 4 errors	5 or more errors