**COUNSELOR EDUCATION DEPARTMENT**

**Clinical Mental Health Counseling Program**

**CM 585 – A: Addictions and Substance Abuse**

**Fall 2020**

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| **Course Introduction** |

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| **Instructor:** | **Jeff Strozier, PhD, LCPC (he/him/they/them)** |
| **Email:** | **jstrozier@thechicagoschool.edu** |
| **Co-Instructor:** | **Marcus Smith, MA, LCPC** |
| **Email:** | **mds3664@ego.thechicagoschool.edu** |
| **Course Section #** | **CM 585 - A** |
| **Course Meeting Day/Time** | **Monday 9:00am – 11:50am** |
| **Class Zoom Link** | <https://tcsedsystem.zoom.us/j/93021591836?pwd=RXpQcThRbWtoRXk0ZEp0bUhJMm44QT09> |
| **Office and Hours:** | **Zoom/ by request** |

**Official Course Description**

This course introduces the multiple components and etiology of addictions and substance abuse. A strength-based and holistic model for assessment and evidence-based research and treatment care models are examined. (3 credits)

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| **Institutional Learning Outcome Addressed** |

**Institutional Learning Outcome**

The institutional learning outcomes for students completing degree programs are:

**Scholarship:** Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.

**Diversity:** Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

**Professional Behavior**: Graduates will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

**Professional Practice:** Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology/counseling.

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| **Program Learning Outcomes**  **Upon successful completion of this program students will be able to:**   1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling. 2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals. 3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders. 4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology. 5. **Diagnosis:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events. 6. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation. |

**Relationships Among Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), Course Measures (CM) and CACREP Standards**

CLO/PLO/MC 2016 CACREP Standards

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| **CLO:** 1. Compare and contrast the current theories of the causation of substance use and additions as suggested by the current body of research. This would include genetic, metabolic, neurobiological, sociological, and psychological factors. Understand various perspectives on behavioral process addictions (e.g. compulsive gambling) and their relationship to substance use disorders.  **PLO:** Counseling, Prevention, and Intervention  **CM**: Midterm, Final, Class Participation | 2.F.3.d, 2.F.5.n |
| **CLO:** 2. Know the current best practices for the treatment of addictive disorders that is supported by evidence-based research. This includes understanding the assessment and treatment of addictive disorders from an individual, family systems, and community perspective.  **PLO**: Assessment  **CM**: Midterm, Final, Class Participation | 2.F.6.f, 2.F.7.b, 2.F.7.c, 2.F.7.e, 2.F.7.l |
| **CLO:** 3.Describe the impact of social, cultural, and economic factors on addictions and their treatment.  **PLO:** Diversity and Advocacy  **CM**: Midterm, Final, Class Participation | 2.F.2.a, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2F.2.h |
| **CLO:**4. Understand the function of clinical mental health counselors in various substance and addiction treatment settings and the importance interdisciplinary treatment teams.  **PLO**: Foundations  **CM**: Midterm, Final, Class Participation | 2.F.1.c, 2.F.1.d |
| **CLO:** 5. Demonstrate a basic understanding of the role and function of self-help groups (e.g. AA, NA, CA, MA, Al-Anon, SMART Recovery, etc.), alternative settings (e.g. recovery houses, harm reduction programs, etc.), and prevention programs.  **PLO**: Counseling, Prevention, and Interventions  **CM**: Midterm, Final, Class Participation | 2.F.5.b, 2.F.5.k |
| **CLO:** 6.Compare the pharmacological, physiological, and psychological activity of alcohol and other drugs of abuse (e.g. depressants, stimulants, cannabis, opiates, and hallucinogens), including the acute and chronic effects of alcohol and other drugs on the primary body systems (e.g. acute abstinence syndrome and post-acute withdrawal syndrome) and compound effects (antagonistic, synergistic, and addictive) of poly-drug abuse.  **PLO:** Counseling, Prevention, and Intervention  **CM**: Midterm, Final, Class Participation | 2.F.7.e |
| **CLO:**7. Be familiar with the current psychological assessment tools and medical technology available to screen for and assess substance use disorders and process addictions.  **PLO**: Assessment, Diagnosis  **CM:** Midterm, Final, Class Participation | 2.F.6.f, 2.F.7.b, 2.F.7.c, 2.F.7.e, 2.F.7.l |
| **CLO:** 8. Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, and identify the appropriate treatment modality and placement criteria within the continuum of care.  **PLO**: Counseling, Prevention, and Intervention; Diagnosis, Assessment  **CM:** Midterm, Final, Class Paticipation | 2.F.5.j, 2.F.7.e |
| **CLO:** 9. Differentiate between substance use and psychological disorders and understand the unique treatment considerations for individuals with comorbid mental health and/or medical disorders.  **PLO:** Assessment, Diagnosis  **CM**: Midterm, Final, Class Participation | 2.F.7.b, 2.F.7.e, 2.F.5.g, 2.F.5.h |

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| **Required and Optional Texts and Electronic Reserves** |

**Required Texts**

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| **Title** | **ISBN** | **Publisher’s Price** |
| 1. Smith, R. L., & Smith, R. L. (2015). *Treatment strategies for substance abuse and process addictions*. ProQuest Ebook Central [https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/) | Print ISBN  9781556203534  eBook ISBN  9781119098362 | 54.99 (e-book) |
| 1. Brooks, F., McHenry, B., & American, C. A. (2014). *A contemporary approach to substance use disorders and addiction counseling : A counselor's guide to application and understanding*. ProQuest Ebook Central [https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/) | Print ISBN  9781556203398  eBook ISBN  9781119098201 | 57.99 (e-book) |
| 1. American Psychological Association. (2020). *Publication manual of the american psychological association : the official guide to apa style* (Seventh). American Psychological Association. | 9781433832154 | 31.99 (paperback) |

**Additional Required Readings:**

Ghadirian, Abdu'l-Missagh and Shadi Salehian. 2018. “Is Spirituality Effective in Addiction Recovery and Prevention?” *The Journal of Baha'i Studies* 28(4):69–90.

Hagedorn, W. Bryce. 2011. “Using Therapeutic Letters to Navigate Resistance and Ambivalence: Experiential Implications for Group Counseling.” *Journal of Addictions & Offender Counseling* 31(2):108–26.

Pullmann, Michael D. et al. 2013. “Defining Engagement in Adolescent Substance Abuse Treatment.” *American Journal of Community Psychology* 52(3-4):347–58.

Sutherland, Judith, Linda Cook, Pamela Stetina, and Carmen Hernandez. 2009. “Women in Substance Abuse Recovery.” *Western Journal of Nursing Research* 31(7):905–22.

Witkiewitz, Katie et al. 2014. “Randomized Trial Comparing Mindfulness-Based Relapse Prevention with Relapse Prevention for Women Offenders at a Residential Addiction Treatment Center.” *Substance Use & Misuse* 49(5):536–36.

Additional required readings will be posted to Canvas throughout semester.

Videos will also be assigned throughout the course for viewing. See course schedule and canvas.

**Supplemental Texts**

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| **Title** | **ISBN-13** | **Publisher’s Price** |
| **Buzzed: Straight Facts About Most Used & Abused Drugs (BUZ)**  2019 (5th Edition)  Authors: Kuhn, Swartzwelder, & Wilson  Publisher: WW Norton & Co. | 978-0393356465 | 19.95 (paperback) |

**Resources**

www.chicagoaa.org - Listing of Chicago AA Meetings

www.chicagona.org - Listing of Chicago NA Meetings

www.marijuana-anonymous.org/index.shtml - MA Information Site

www.gorski.com - Terence T. Gorski’s Web Site

whitehousedrugpolicy.org/ - White House Office of Drug Control Policy

nida.nih.gov/ - National Institute of Drug Abuse (NIDA)

www.samhsa.gov/centers/csat/csat.html - Center for Substance Abuse treatment (CSAT)

nattc.org/ - Addiction Technology Transfer Center (ATTC)

usdoj.gov/dea/whatsnew.htm - Drug Enforcement Agency (DEA)

**COURSE SCHEDULE**

| **Week** | **Topic** | **Course Learning Outcomes** | **Readings and Assignments** | **Assessment Method / Tool** |
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| **Week 1**  **8/31** | Syllabus Review  Creating the space  Introduction to Substance Use and Addictions Counseling |  | Syllabus Review  Introductions  Ch 1 (Brooks)  Ch1 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **9/7** | Holiday – Labor Day |  | No Class |  |
| **Week 2**  **9/14** | Multicultural and Diversity Issues in Substance Abuse  Treatment: Biases & Trepidations in Treatment for the counselor |  | Ch 2 (Brooks)  Pullman, 2013  Sutherland, 2009 | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 3**  **9/21** | Types of Drugs and Their Effects  Alcohol, Nicotine, Marijuana |  | Ch 3 (Brooks)  Ch 2 – 4 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 4**  **9/28** | Assessment, Diagnosis, and Interview Techniques  Methamphetamine |  | Ch 4 (Brooks)  Ch 5 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 5**  **10/5** | Continuum of Nonuse to Addition: A Biopsychosocial Understanding  Prescription Drugs  Marcus will lead lecture. |  | Ch 5 (Brooks)  Ch 6 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 6**  **10/12** | Treatment and Treatment Settings  Gambling |  | Ch 6 (Brooks)  Ch 7 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 7**  **10/19** | Developmental Approaches in Treating Addiction  Sexual Addiction |  | Ch 7 (Brooks)  Ch 8 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 8**  **10/26** | Mid-term Padlet Presentations  Family and Addiction  Grief and Loss in Addiction  Marcus will lead lecture. |  | Ch 8 (Brooks)  Ch 9 (Brooks)  *Due:*   1. *Midterm Padlet to be presented to class.* 2. *Midterm paper and padlet to be submitted to canvas by 11:59pm on 10/26* | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 9**  **11/2** | Group Counseling and Addiction  Disordered Eating |  | Ch 10 (Brooks)  Hagedorn, 2011  Ch 9 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 10**  **11/9** | Relapse Prevention and Recovery  Work Addiction |  | Ch 11(Brooks)  Witkiewitz, 2014  Ch 10 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 11**  **11/16** | Spirituality and Support Groups in Recovery  Exercise Addiction  Marcus will lead lecture. |  | Ch 12 (Brooks)  Ghadirian, 2018  Ch 11 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 12**  **11/23** | Addictions Training, Certification, and Ethics  The Importance of Self Care  Compulsive Shopping |  | Ch 13 (Brooks)  Ch 14 (Brooks)  Ch 12 (Smith) | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 13**  **11/30** | Group Presentations  Internet Addiction |  | Ch 13 (Smith)  *Due:*   1. *Group presentation* 2. *Group padlet uploaded to canvas by 11:59pm on 11/30* | 95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4). |
| **Week 14**  **12/7** | Last day of instruction  Reflection Paper due. No meeting... |  | *Due:*   1. *Reflection paper uploaded to canvas by 11:59pm on 12/7* |  |

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| **Class Format** |

The instructional format of this course follows a hybrid learning model that utilizes synchronous and asynchronous activities. Throughout the course you will be required to attend and participate in live virtual lectures conducted through zoom (see canvas for course links). Live lectures will also include small group activities that will be conducted through zoom break out rooms. While some of our work will be asynchronous, students are expected to plan to be available at all designated course times.

In addition to the synchronous activities listed above you will also be required to participate in asynchronous activities through various virtual platforms. This will include posting original content (including videos), providing feedback to peers, and other activities detailed within Canvass. All asynchronous activities will be posted and facilitated through Canvass. It is the responsibility of the student to check Canvass regularly throughout the course to ensure they are completing all assignments by the due date/time.

Class discussions are an important part of this class. Be sure to complete the assigned readings as instructed. Videos will further supplement readings and inform assignments. You are encouraged to engage in class dialogue (in both live lectures and virtual assignments) by sharing your critical analysis of the material via experiences and perspectives. Your class participation both live lectures and virtual assignments will affect your grade.

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| **Course Assignments** |

Please note that all writing assignments/papers for this class must include: An APA style cover page, APA page #’s, running head, header, reference page, and citations throughout the paper. Students are encouraged to consult the APA Manual and outside resources for assistance in APA style. Points will be deducted if APA format is not followed. Students are expected to create strong introductions and conclusions in their papers and to demonstrate critical thinking in all assignments.

**All assignments are due by the date/time designated in the syllabus or Canvass. If is the student’s responsibility to ensure all assignments are completed by the designated due date/time. No late assignments will be accepted.**

1. **Midterm Paper (100 points) and Padlet Presentation (100 points) – 200 total**

This midterm assignment will support you in understanding the self-help market of substance and addictive needs of your client populations. For this assignment you will write a paper and develop a padlet to present to class.

Paper: Write a 10-12-page case-study paper based on a character from an approve movie (below). Your paper will contain the following elements:

* Conceptualization of client.
* Reflect and explore how you would work with this character.
* Highlight and explore diversity, multicultural, and social justice issues
* Identify and discuss ethical considerations
* Demonstrate understanding of the process of resources, self-help and insight into the recovery stages/ models to support clients/character.
* Research one identified self-help support group as part of your intervention for the client/family (see below) and identify the following:
  + Advantages to client /to providers supporting clients
  + Disadvantages to client /to providers supporting clients
  + Cultural/power considerations in therapeutic relationship to client/ to providers supporting clients
  + Identify APA resources that support the relevancy of your critique

Alcoholics Anonymous – AA

Narcotics Anonymous – NA

Cocaine Anonymous – CA

Marijuana Anonymous – MA

Dual Diagnosis Anonymous – DDA

Gamblers Anonymous - GA

Sex Addicts Anonymous - SAA

Overeaters Anonymous - OA

SMART Recovery

Crystal Meth Anonymous – CMA

Sex and Love Addicts Anonymous – SLAA

Sexual Compulsive Anonymous - SCA

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| **Suggested Movies with Substance Abuse Themes** | | |
| Barfly | Gia | Requiem for a Dream |
| Basketball Diaries | High Art | Rush |
| Blow | Kids | Spun |
| The Boost | Leaving Las Vegas | Studio 54 |
| Broken Vessels | Less than Zero | Thirteen |
| Cat on a Hot Tin Roof | Life as a House | Traffic |
| Clean and Sober | Narc | Trainspotting |
| Days of Wine and Roses | Nowhere | 28 Days |
| The Doors | Party Monster | 21 Grams |
| Drugstore Cowboy | Pay It Forward | When a Man Loves a Woman |
| Easy Rider  Euphoria  I May Destroy You  Shameless | Permanent Midnight  The Chi | Who’s Afraid of Virginia  Woolfe? |

**Paper is due to upload to canvas by 11:59pm on 10/26.**

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| ***Skill/Knowledge*** | ***Points*** |
| Identify population and demonstrate knowledge of addiction counseling as it relates to population | 20 |
| Demonstrate understanding of the process of resources, self-help and insight into the recovery stages/ models to support clients/character. | 20 |
| Highlight and explore diversity, multicultural, and social justice issues | 20 |
| Research one identified self-help support group as intervention | 20 |
| Identify and discuss ethical considerations | 10 |
| Adherence to APA style, clarity, grammar, spelling | 10 |
| **Total** | **100** |

Padlet Presentation: Create a padlet (or series of linked padlets) to present to class. You will have 10 minutes to present. Highlight the following elements of your paper into your padlet presentation:

* Conceptualization of client
* Exploration of identified self-help support group including:
  + Advantages to client /to providers supporting clients
  + Disadvantages to client /to providers supporting clients
  + Identify APA resources that support the relevancy of your critique
* Diversity, Multicultural, and Social Justice Issues

Your padlet (or series of padlets should contain the following) should address each of the above points and contain at a minimum:

1. Two videos created by you (2 minutes in length each)
2. One video from external source (2 minutes in length)
3. Tips for current addiction counselors
4. Two ‘snap shot’ personal reflections
5. Two quotes from noted individuals (addiction counselors, philosophers, etc)
6. Four resources for addiction counselors (links, worksheets, books, videos, etc)

Padlet is a creative platform that will help you develop an engaging, web-based document. Have fun and be creative. The final product will be something you can use in your own employment search to demonstrate skills to future employers, and it could be a great assignment to use as an artifact in your cap-stone portfolio. Tip: Brevity is key. Keep your writing short. **Don’t forget to cite when necessary!**

See examples here: https://jn.padlet.com/category/211-example-padlets

Presentation: Present padlet to class during 10/26 session. Each student will be given 10 minutes to present their padlet followed by 5 minutes for Q&A from class.

**Padlet is due to the discussion thread within canvas by 11:59pm on 10/26.**

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| ***Skill/Knowledge*** | ***Points*** |
| Conceptualization of client | 20 |
| Exploration of identified self-help support group | 20 |
| Understanding of diversity, multicultural, and social justice issues | 20 |
| Oral Presentation, i.e. organization, knowledge of topic, response to questions. | 20 |
| Design, clarity, and organization of padlet. | 20 |
| **Total** | **100** |

1. **Final Group Project**

The final project will support you in understanding community-based addiction treatment programs. For this assignment you will work in groups (assigned by the instructor) to develop a community-based program for a specific population. Each group will develop a joint padlet that you will present to the class.

Within your assigned group you will:

* Identify a client population
* The community-based program has four focus area. Assign each group member one of the following focus areas to be responsible for:
  + Community Support
    - Who are the key players, how are they defined, in what ways are they providing support (or needing support), etc
  + Mental health
    - What are the related theories and interventions/ techniques tied into the practice model (of your program), etc
  + Medical Community
    - How are you effectively interacting with the stakeholders, how are you facilitating medical interventions for your clients, etc.
  + Law engagement
    - What are the pros and cons of engagement with law enforcement, how will engagement occur, etc

As a group, develop a padlet to present to class. Each group will have 20 minutes to present. Consider the class (your audience) stakeholders for funding. Present with the purpose of cultivating funding to initiate your program model. Your padlet should incorporate the following:

* Identify client population
* Address specific issues within the 4 focus areas of the program
* Identify recovery and growth aspects specific to your population and model
* List and discuss learning goals and outcomes based on 4 focus areas of the program
* Discuss counseling treatment methods, issues, and techniques/interventions
* Explore diversity, multicultural, and social justice issues
* Identify and resolve ethical issues

Presentation: Present padlet to class during 11/30 session. Each student will be given 10 minutes to present their padlet followed by 5 minutes for Q&A from class.

**Padlet is due to the discussion thread within canvas by 11:59pm on 11/30.**

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| ***Skill/Knowledge*** | ***Points*** |
| Address specific issues within the 4 focus areas of the program | 15 |
| Identify recovery and growth aspects specific to your population and model | 15 |
| List and discuss learning goals and outcomes based on 4 focus areas of the progra | 15 |
| Discuss counseling treatment methods, issues, and techniques/interventions | 15 |
| Explore diversity, multicultural, and social justice issues | 15 |
| Identify and resolve ethical issues | 15 |
| Oral Presentation, i.e. organization, knowledge of topic, response to questions. | 10 |
| **Total** | **100** |

1. **Reflection paper – 50 points**

This assignment will give you an opportunity to reflect on your experience in this class. You will write a 3-4-page reflection paper addressing the following points:

* How have you grown as an addiction counselor during the semester?
* Has your view of addiction counseling changed? If so, how?
* What multicultural, diversity, or social justice related issue connected with you most during the semester and why?
* What is an area of addiction counseling you would like to know more about?
* Can you see yourself working in addiction in the future?

**Paper is due to canvas by 11:59pm on 12/07**

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| ***Skill/Knowledge*** | ***Points*** |
| Addresses growth as an addiction counselor | 10 |
| Discusses view of addiction counseling | 10 |
| Discusses multicultural, diversity, or social justice related issues | 10 |
| Identifies area of addiction counseling for further learning | 10 |
| Explores professional identification as addiction counselor | 10 |
| **Total** | **50** |

1. **Participation and Attendance (100 points total)**

All students must attend class regularly and actively participate in class discussion. The class format requires all students be prepared to apply the readings and videos via a number of in person and online virtual discussions and activities. To receive a maximum credit, students may not miss more than one class; 2 or more missed classes lead to an automatic drop in 1 letter grade.

Active participation is a key to the learning process. Students will be challenged and encouraged to examine issues from a variety of perspectives. Students will only get out of the class what is put into it. This class is designed to develop your critical thinking skills. This class will take a collaborative approach to learning – you will be exposed to diverse perspectives from your peers, the instructor, and the course readings. Class participation is essential! Even if students attend all classes but choose not to contribute to in person or online virtual discussion and activities, class participation points will be deducted which will impact student’s final grade. Students must demonstrate active discussion and engagement in class discussions, role-plays, and exercises. Students will be asked to complete various mini-assignments in and out of class as part of the learning process. Class participation points are based on engagement with colleagues and instructor throughout the course and demonstrate graduate level analysis of course content.

Professionalism in conduct is also a component of the participation grade. This class will be conducted utilizing zoom in person virtual meetings. It is expected that students maintain a professional comportment at all times. Approach in person virtual meetings as you would an LPC attending a meeting in a clinical setting. Professional comportment is also extended into our discussion boards, canvas, and other online settings. Please contact the instructor with any questions.

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|  | **Class Participation/Attendance Rubric** | | | | | |
|  | | **Demonstration Level 4** | **Demonstration Level 3** | **Demonstration Level 2** | **Demonstration Level 1** | **Score** |
| Actively participates in zoom meetings and online discussion boards | | Actively participates in discussion | Average Participation | Rare participation | No participation |  |
| Demonstrates professionalism and strong ethical awareness | | Strong awareness of professionalism and ethics | Basic awareness of professionalism and ethics | Limited awareness of professionalism and ethics | No awareness of professionalism and ethics |  |
| Communicates with peers and instructor in a professional manner | | Exceptional communication with peers and/or instructor | Basic communication with peers and/or instructor | Limited professional communication with peers and/or instructor | Very poor communication with peers and/or instructor |  |
| Attends all class sessions and is on time. | | Attends all classes and is on time | Missed one class; late on occasion/leaves early | Missed two classes; pattern of being late/leaving early | Missed three or more classes; consistently late/leaves early |  |
| Is respectful of peers and instructor | | Very respectful of peers and instructor | Basic respect of peers and instructor | Limited respect of peers and instructor | Very respectful of peers and instructor |  |

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| **Course Assignments and CACREP Competencies** |

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| **Assignment** | **Measurement** | **CACREP Competencies** | **Expected Result** |
| Midterm Paper | 100 Points | CACREP | 95% of students will receive a grade of B or higher |
| Midterm Presentation | 100 Points | CACREP | 95% of students will receive a grade of B or higher |
| Final Group Project | 100 Points | CACREP | 95% of students will receive a grade of B or higher |
| Reflection Paper | 50 Points | CACREP | 95% of students will receive a grade of B or higher |
| Participation | 100 Points | CACREP | 95% of students will receive a grade of B or higher |
| Total | 450 Points |  | 95% of students will receive a grade of B or higher |

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| **Course Rubric** | | | | | |
| **Learning Outcomes Addressed**  **(Please See CACREP Standards Above)** | **Demonstration Level 1** | **Demonstration Level 2** | **Demonstration Level 3** | **Demonstration Level 4** | |
| 1. Become knowledgeable of the pharmacological, physiological, and psychological activity of alcohol and other drugs of abuse (e.g. depressants, stimulants, cannabis, opiates, and hallucinogens), including the acute and chronic effects of alcohol and other drugs on the primary body systems and compound effects of poly-drug abuse. | No understanding of pharmacological, physiological, and psychological activity | Basic understanding of pharmacological, physiological, and psychological activity | Intermediate understanding of pharmacological, physiological, and psychological activity | Advanced understanding of pharmacological, physiological, and psychological activity | |
| 2. Be knowledgeable of current psychological assessment tools and medical technology available to screen for and assess substance use disorders and process addictions. | No understanding of current psychological assessment tools and medical technology | Basic understanding of current psychological assessment tools and medical technology | Intermediate understanding of current psychological assessment tools and medical technology | Advanced understanding of current psychological assessment tools and medical technology | |
| 3. Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, and identify the appropriate treatment modality and placement criteria within the continuum of care. | No capacity to Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, | Basic capacity to Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, | Intermediate capacity to Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, | Advanced capacity to Assess client need and readiness to change, understand counseling skills and intervention strategies that facilitate the motivation and change process, | |
| 4. Differentiate between substance use and psychological disorders, and understand the unique treatment considerations for individuals with comorbid mental health and/or medical disorders. | No capacity to differentiate between substance use and psychological disorders. | Basic capacity to differentiate between substance use and psychological disorders. | Intermediate capacity to differentiate between substance use and psychological disorders. | Advanced capacity to differentiate between substance use and psychological disorders. | |
| 5. Be knowledgeable about the impact of social, cultural, and economic factors on addictions and their treatment. | No awareness of the impact of social, cultural, and economic factors | Basic awareness of the impact of social, cultural, and economic factors | Intermediate awareness of the impact of social, cultural, and economic factors | Advanced awareness of the impact of social, cultural, and economic factors | |
| 6. Ability to compare and contrast the current theories of the causation of alcoholism and drug dependence as suggested by the current body of research. This would include genetic, metabolic, neurobiological, sociological, and psychological factors. Understand various perspectives on behavioral process addictions (. (CACREP II.3.G) | Lacks the ability to compare and contrast the current theories of the causation | Basic ability to compare and contrast the current theories of the causation | Intermediate ability to compare and contrast the current theories of the causation | Advanced ability to compare and contrast the current theories of the causation |
| 7. Knowledgeable of the current best practices for the treatment of addictive disorders that is supported by evidence based research. This includes understanding the assessment and treatment of addictive disorders from an individual, family systems, and community perspective. | No understanding of the current best practices for the treatment | Basic understanding of the current best practices for the treatment | Intermediate understanding of the current best practices for the treatment | Advanced understanding of the current best practices for the treatment |
| 8. Understand the function of clinical mental health counselors in various substance abuse treatment settings and the importance interdisciplinary treatment teams. | No understanding the function of clinical mental health counselors | Basic understanding the function of clinical mental health counselors | Intermediate understanding the function of clinical mental health counselors | Advanced understanding the function of clinical mental health counselors |
| 9. Demonstrate a basic understanding of the role and function of self-help groups (e.g. AA, NA, CA, MA, Al-Anon, SMART Recovery, etc.), alternative settings (e.g. recovery houses, harm reduction programs, etc.), and prevention programs. (CACREP II.3.G) | No understanding of the role and function of self-help groups | Basic understanding of the role and function of self-help groups | Intermediate understanding of the role and function of self-help groups | Advanced understanding of the role and function of self-help groups |

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| **Course Professional Considerations** |

**Personal Growth:**

As practitioners of the healing art of counseling we are both scientists who study theory and research and humans who are fellow sojourners on the journey of life. We are counselors and therefore must accept the responsibility that our efforts to support and challenge others to grow and change are important responsibilities. It is my hope that you will feel encouraged to know yourself, and then as you are ready, to challenge yourself to new levels of understanding. I ask that you allow me the same and participate in my growth as a counselor educator.

**Respect for Individual Differences**: Faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. Students’ ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor.

**Self-Disclosure Expectations and Guidelines**: During this and most courses in this program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

Critical considerations for class/group participation.

How does your presence and participation contribute to safety within the group, the empowerment of yourself and others, mutuality, and power sharing? How many times do you speak and for how long? How well do you invite others to share their perspectives? Do others in the group know you well enough to feel safe in your presence? Are you integrating multicultural and social justice perspectives, demonstrating respect for differences, and validating the experiences of others without diminishing your own presence, participation, and unique perspectives? Are you assuming responsibility as a co-facilitator as well as a participant and learner? Are you clear about your own and others’ boundaries related to disclosure, and do you respect the limits established by others in the group? (Many of these considerations also apply in your work with clients.)

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly.

**Professionalism and Classroom Civility:** Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Professional Paper Formatting**: Allpapers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference pages. Points will be deducted from the grade if this style format is not followed. Students should assume that these formatting components are expected for each and every assignment unless stated otherwise in the syllabus.

**Technology Policies**

***E-mail*** – All e-mail communication and dissemination of information from the professor will be via the TCSPP e-mail account. Students are responsible for all information sent to their TCSPP e-mail account. Students are also requested to communicate with faculty and staff using their TCSPP email account to avoid losing important communications.

***Canvas*** – This course instruction is accompanied by the online “Canvas” system. Students are responsible for checking Canvas for information, assignments, reporting forms, reading materials, course updates and other information and resources prior to class.

***Laptop Computers/ Tablets*** – Use of laptop computers or tablets in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops or tablets for any other reasons.

***Other Technology Devices*** – Out of respect for the professor and your classmates please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises.

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| **Program and TCSPP Policies and Information** |

**Credit Hour Requirements (for On Campus 15 Week Courses)**

* **One credit hour** is equivalent to a minimum of 53 minutes of faculty instructional time per week (742 minutes or 12.4 hours in 15 weeks) plus out-of-class student preparation time as defined by degree level.
* **Three credit hours** are equivalent to a minimum of 160 minutes (2.65 hours) of faculty instruction time per week (2226 minutes or 37 hours in 15 weeks) plus out of class student preparation time as defined by degree level.

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| **On Campus 15 Week Courses** | **Total Out of class Time**  **Per Week in Minutes** | | **Total Out of class Time**  **Per Week in Hours** | |
| **Degree Level** | **One Credit Hour** | **Three**  **Credit Hours** | **One Credit Hour** | **Three**  **Credit Hours** |
| Bachelor’s level courses | 106 | 318 | 1.75 | 5.3 |
| Master’s level courses | 159 | 477 | 2.65 | 8 |
| Doctoral level courses\*  *\*Dissertation preparation time additional* | 159\* | 477\* | 2.65\* | 8\* |

**Statutory Holidays or Instructor Absences**

Assignments and assessments are designed for students to achieve competencies as described by the learning outcomes.  For class time that is cancelled due to statutory holidays or instructor absences, students will be guided by faculty and course requirements to continue with learning opportunities to contribute to achieving competencies.

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| **Program Procedures** |

**Written Assignments**

* APA Style: All assignments are written in APA style using the Publication Manual of the American Psychological Association, 6th edition.
* Title and Reference Pages are required, as are inline citations.

**Technology/iPad/Laptop Policy**

Students are asked to turn cell phones on silent and not to engage in cell phone use or other technology devices (iPad/Laptop) except during breaks, and before, or after class (unless otherwise requested by the instructor). Students should not be utilizing the internet for personal use during class.

**Grade Point Classification**

<http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Grade_Point_Classification>

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student’s transcript. Instructors award one of the following grades:

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| **Grade** | **Percentages** | **Points** | **Description** |
| A | 94 – 100% | 4.00 | Superior |
| A- | 90 – 93% | 3.67 | Excellent |
| B+ | 88 – 89% | 3.33 | Very Satisfactory |
| B | 83 – 87% | 3.00 | Satisfactory |
| B- | 80 – 82% | 2.67 | Marginally Satisfactory |
| C | 70 – 79% | 2.00 | Below Expectations |
| F | 69 and below | 0.00 | Unacceptable |
| P | 80 – 100% | 0.00 | Pass (not calculated into GPA) |
| NP | 79 and below | 0.00 | No Pass (not calculated into GPA) |
| CR | Meets course requirements | 0.00 | Credit |
| NC | Does not meet course requirements | 0.00 | No Credit |
| IP | N/A | 0.00 | In Progress (temporary grade) |
| W\* | N/A | 0.00 | Withdrawal (up to 67% of course completed) |
| AU | N/A | 0.00 | Audit |
| I | N/A | 0.00 | Incomplete |

\* The W grade may be assigned by administrative staff in accordance with the drop/withdrawal schedule.

**Statement on Final Grades**

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

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| **Institutional Policies from the Student Handbook** |

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog and Student Handbook (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003>.

Students should ensure that they become familiar with the following policies as they take this course:

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| **POLICY** |
| **Access Accommodations** |
| **Commitment to Diversity** |
| **Concerns about Academic Performance and Professional Comportment** |
| **Incomplete Grade Policy** |
| **Military Leave of Absence** |
| **Professional Comportment** |
| **Religious Accommodations** |
| **Statement of Academic Integrity** |
| **Use of Computing Resources** |

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| **Recommended Best Practices** |

**Electronic Communication Etiquette**

Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support successful online participation.

Students are advised to observe the below guidelines when participating in an online course or communicating with others. Professional behavior is an institutional learning outcome, and all are expected to behave as professionals in all aspects of communication.

* Be respectful, professional, and careful about what is said and how it is said.
* Be aware of the image being projecting online. Use clear writing and good form.
* As others cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
* Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.
* With disagreeing with others, be polite and gracious.
* On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
* When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
* Avoid using ALL CAPS, especially when you are disagreeing! This is perceived as shouting and is considered rude.
* Comply with copyright laws.
* Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
* Be aware of issues that might arise due to cultural and languages differences.
* Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

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Counselor Education Department

Statement on the Use of Electronic Devices in the Classroom

***Effective Spring 2017***

The primary purpose of the use of technology during class is to support learning. It is is the responsibility of your instructor to decide if and when electronic devices can be used in class.

The training of counselors necessitates students to demonstrate the capacity to offer undivided and sustained attention. The Counselor Education Department Faculty recognize the benefits of technology and social media; they can increase access to information, increase efficiency, and connect people across distances.  They also have the potential to erode interpersonal encounters. They can divide our attention, increase time off task, shorten attention span, and even diminish retention of information.

Your instructors may or may not allow the use of electronic devices in class. When they do, it will be solely for accessing relevant electronic textbooks, taking notes, or engaging in focused, internet searches related to class activities. Electronic devices are never to be used during class time to work on assignments for other classes, to explore unrelated internet sites, to engage in social media with family or friends, to check email or schedule appointments, or other personal activities.

Such personal usage is prohibited during class time and will be addressed in a manner similar to non-adherence to attendance, class participation, and policies impacting professionalism and classroom respect. Students are encouraged to consider the impact of inappropriate use of technology on their – as well as their fellow students learning experience. Students are reminded to use their professional judgement to assess the ethical, scholarly, and professional implications of the misuse of technology over the course of their academic tenure. Students’ misuse/abuse of technology during class time may impact their class participation grade or other department assessment.

**Accessibility Accommodations**

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities.

A student seeking accommodation for a disability should contact their ADA Liaison at their home campus upon enrollment. The student must provide materials from a healthcare provider who has the credentials to diagnose and treat the condition explaining and documenting the disability, the prognosis, the barriers the student faces given the disability, and suggestions for accommodations that are designed to overcome the barriers without imposing an undue burden on the school and/or fundamentally altering the nature of the service, program, or activity at issue. In accordance with the ADA, TCSPP will facilitate reasonable accommodations for a student with impairments that either substantially affect a major life function and/or are expected to last six or more months. Temporary impairments with an expected duration of fewer than six months will be reasonably accommodated if they impact a major life activity.

Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. The reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their classwork with the accommodation. Accommodations that create an undue hardship for the program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.

Ultimately, the decision as to what accommodations, if any, will be provided lies with TCSPP. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Accommodations are not retroactive and will be acted upon at the time the student presents said information to the institution.

**Instructional Technology Accessibility**

TCSPP is committed to providing information technology (“IT”), including but not limited to digital academic resources, distance learning systems, and digital library materials, that has been designed, developed, or procured to be accessible to people with disabilities, including those who use assistive technologies. TCSPP strives to ensure that people with disabilities have access to the same services and content available to people without disabilities. An accessible IT environment generally enhances usability for everyone. This policy is a living document that will change over time as IT changes. It will be reviewed on a regular basis. Whenever this policy is updated or amended, TCSPP will communicate those changes and amendments to the TCSPP community. To implement this policy, TCSPP will offer training and resources to faculty, subject matter experts and all others in the TCSPP community who design courses for TCSPP students to provide guidance in how to make IT accessible. In addition, TCSPP will consider accessibility issues and functionality in its procurement of new IT that will be used by students, faculty and others.

**Definition:**

Accessible: means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.

**Service Animals**

The Chicago School of Professional Psychology allows service animals on its campuses as a reasonable accommodation for students with disabilities. The student must be able to articulate whether the animal is a service animal and what function it serves in accommodating the disability.  Although not required, TCSPP recommends that the student take the following steps when bringing a service animal on campus, so that the members of the Facilities Department can best support and accommodate them: 1) register the service animal and/or provide signage to designate its status, and 2) connect with Student Support Counseling Manager on the home campus in advance to discuss accommodation needs. The service animal must be continuously accompanied by the student and must not present a threat to other members of the TCSPP community. A student with an emotional support animal, which is not considered a service animal, should go through the accessibility accommodations request process outlined above.

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| **Student Academic Supports and Resources** |

### BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

### CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1. Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
2. Access the community user boards and discussions.
3. Ask HelpDesk:
   1. Submit a ticket with your question or issue by filling out the form provided in the course.
   2. Contact the Help Desk by phone: 800-747-8367.
   3. Have a live IM chat with a HelpDesk representative.

### IT SUPPORT

Students may contact HelpDesk at: 800-747-8367.

### LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

• Chicago / XULA Library

• Online Library

• Southern California Library

• Washington DC Library

• Dallas Library

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

ACADEMIC SUPPORT

Chicago Writing Center

The Chicago Writing Center offers writing support through in-person consultations and online paper reviews from our team of writing coaches and tutors, as well as a variety of online resources. All current students have access to writing, statistics, study skills, and APA style resources through the Graduate Student Success Program (GSSP) in Canvas. Students can book a 1-hour in-person appointment with the Chicago Writing Center by emailing [cwc@thechicagoschool.edu](mailto:cwc@thechicagoschool.edu) or submit a paper for review (up to 10 pages at a time) through the “Assignments” section of the Chicago Writing Center Canvas course. Please allow 2-3 business days for a response. To learn about additional options for support, visit the Chicago Writing Center office in Room 606A in the Library or email cwc@thechicagoschool.edu.