**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| **COURSE INFORMATION**  **INSTRUCTOR**  COUN 5190-02 Addictions Counseling  Credits: 4 Email:  **Summer 2022**  **Room:** |
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**Required Text:**

1. Morgen, K. (2017). Substance use disorders and addictions. Sage Publications. ISBN-13: 978-1483370569

**\*Supplementary Reading:**

Additional reading will be assigned throughout the quarter and provided by instructor on Canvas pages.

**COURSE DESCRIPTION**

**Graduate Bulletin Description:** Provides an overview of addiction counseling. The focus is on providing mental health counselors and school counselors with the background and tools needed to recognize and begin the treatment of addiction. Etiology, assessment, diagnosis, drug classification and treatment models will be explored.

**Course Rationale:**

**CACREP Standards**

**SECTION 2 PROFESSIONAL COUNSELING IDENTITY**

**2 SOCIAL AND CULTURAL DIVERSITY**

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

**3 HUMAN GROWTH AND DEVELOPMENT**

d. theories and etiology of addictions and addictive behaviors

**5 COUNSELING AND HELPING RELATIONSHIPS**

b. a systems approach to conceptualizing clients

j. evidence-based counseling strategies and techniques for prevention and intervention

k. strategies to promote client understanding of and access to a variety of community-based resources

**SECTION 5 ENTRY-LEVEL SPECIALITY AREAS**

**1 FOUNDATIONS**

b. theories and models related to clinical mental health counseling

d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

**2 CONTEXTUAL DIMENSIONS**

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

j. cultural factors relevant to clinical mental health counseling

**Chapter 246-811 WAC Substance Use Disorder Professionals and Substance Use Disorder Professional Trainees**

WAC 246-811-030 Educational requirements

(a) Understanding addiction

(b) Pharmacological actions of alcohol and other drugs

(c) Substance abuse and addiction treatment methods

(e) Cultural diversity including people with disabilities and its implication for treatment

(t) Relapse prevention

(w) Substance use disorder rules and regulations

(n) Client, family, and community education

**Course Objectives:**

* Become familiar with the substance use disorder and process disorder treatment fields
* Understand substance use disorder theories
* Gain knowledge of treatment strategies and techniques
* Demonstrate an understanding of and ability to articulate the behavioral, psychological, physical, and social effects of psychoactive substances on the user and significant others

**Course Instruction Methods:**

This course is designed to include a variety of instructional methods which appeal to different learning styles. These instructional methods will include lecture, in class discussion, peer discussion opportunities, role-plays, and written assignments. This course is online and includes synchronous activities, assignments, and lectures and asynchronous activities and assignments. ***Please note: Classes will be recorded and may be posted on course Canvas site.***

**Course Requirements:**

1. **Assignments and Activities:**

**\*More detailed descriptions/outlines of assignments and rubrics will be posted on course canvas page! We will go over assignments in detail the first night of class!**

1. **Reflection Papers: 1 at the beginning of the quarter and 1 at the end. (25pts each: 50 total)**
2. **Peer recovery support group attendance and recorded group discussion. (50pts)**
3. **Group presentation and Tool Kit (100 pts)**
4. **Grading Scale:**

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study.

**Course Expectations:**

**APA Style 7th Edition**

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**Participation and Attendance:**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program. As such, you will need to demonstrate to faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in course assignments and sessions.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.** Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading required texts/materials, entering class discussions with informed and relevant comments/questions, and participating in class activities. ***Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.***

**Professional Counselor Dispositions:**

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Device Usage Policy:** To demonstrate respect for classmates, the instructor, and the learning environment, any extra devices are expected to be silenced during class. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful and unprofessional. Please use devices only for appropriate class-related tasks.

**Late Work:** Students are expected to turn assignments in on time especially with group assignments. Turning assignments in late may impact overall evaluation and grade for the assignment.

**Course Schedule:**

| **Date** | **Topics** | **Readings and Assignments** | **CACREP Standards** | **Evaluation**  **Method** |
| --- | --- | --- | --- | --- |
| **Class 1**  **6/22** | **Introduction & Orientation**  **Class Agreements**  **Syllabus/Assignments**  **ONLINE/ZOOM** | **Nothing due for Class 1** | NA | In Class |
| **Class 2**  **6/29** | **Theories and Etiology of Addictions**  **ONLINE/ZOOM** | **Readings due for Class 2:**  Morgen Ch 1 | 3d, 5d | In Class  Rubric |
| **Class 3**  **7/6** | **Screening, Assessment, Differential Diagnosis**  **Cultural Competence** | **Readings Due for Class 3:**  Morgen Ch’s 2 & 3  **Post Reflection 1 in Canvas** | 2-2e, 2-2f, 5-2e, 5-2j | In Class  Rubric |
| **Class 4**  **7/13** | **ASAM Criteria**  **Levels of Care**  **Holistic/Integrated Care**  **Case Conceptualization** | **Readings Due for Class 4:**  Morgen Ch 4 | 2-3d, 2-5b, 5-1b, 5-2e | In Class  Rubric |
| **Class 5**  **7/20** | **Counseling Theories applied to SUD/Addiction**  **&**  **Approaching SUD/Addiction through a Trauma-Informed Lens** | **Readings Due for Class 5:**  Morgen Ch’s 5,6  Provided on Canvas:  TIP 57 Trauma-informed Care  Ch’s 1-3 | 2-5b, 2-5j, 5-1b, 5-1d, 5-2e | In Class  Rubric |
| **Class 6**  **7/27** | **The Recovery Process**  **Peer Recovery Support Meetings & Relapse Prevention**  **ONLINE/ZOOM** | **Readings Due for Class 6:**  Morgen Ch’s 7 & 8  **Community Support Meeting Attendance and Taped Roundtable Discussions Due** | See Above | In Class  Rubric |
| **Class 7**  **8/3** | **Attachment Injuries, ACE’s, Complex Trauma, Intergenerational Trauma & Addiction** | **Readings due for Week 7:**  Morgen: 9 & 10  **Group Presentation 1**  **Group Presentation 2** | See Above | In Class  Rubric |
| **Class 8**  **8/10** | **TBD** | **Group Presentation 3**  **Group Presentation 4**  **Post reflection 2 in Canvas** | See Above | In Class  Rubric |

**Instructor Response Times:**

I check my email regularly and aim to respond within 24 hours. However, if the email is sent after 3pm on Friday, I may not respond until the following Monday.

# Academic Policies

# Seattle University Academic Policies and Forms=

Applicable academic policies can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services](https://www.seattleu.edu/disability-services/) located in Loyola 100, (206) 296-5740, [ds@seattleu.edu](mailto:ds@seattleu.edu). The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](https://www.seattleu.edu/policies/) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/). The [Academic Integrity Tutorial](https://www.seattleu.edu/academic-integrity/resources-for-students/) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf).

Student Concerns & Complaints

The [Concerns & Complaints](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

# Student Resources

Library, Research, & McGoldrick Learning Commons Resources

* [Lemieux Library](https://www.seattleu.edu/library/) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](https://www.seattleu.edu/learningcommons/) includes a variety of learning assistance programs.
* [College of Education – Student Resources Webpage](https://www.seattleu.edu/education/student-resources-and-services/policies--forms/) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
* [Campus Ministry](http://www.seattleu.edu/campus-ministry) supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
* [Commuter Resources](https://www.seattleu.edu/pfe/student-transition/commuter-students/) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](https://www.seattleu.edu/student-outreach/resource-spaces/collegia-program/?redirect=true).
* [Counseling & Psychological Services (CAPS)](http://www.seattleu.edu/CAPS/) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
* [Office of Multicultural Affairs (OMA)](http://www.seattleu.edu/oma/) OMA provides resources to support students of color, queer students, and trans students.
* [Writing Center](https://www.seattleu.edu/writingcenter/) Writing Center consultants help students with organizing, revising, and editing drafts.