

REH 6350

Treatment Approaches for Addiction Disorders Spring Semester

Instructor:

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Course Prefix & Name: REH 6350 - Treatment Approaches for Addiction Disorders

Semester/Year: Spring 2025

Course Location:

Course Meeting (Days & Time): Asynchronous Online Only Course

Credit Hours: 3

Course Description

This course covers the theory and practice of various treatment modalities and settings for addiction disorders. It explores interdisciplinary treatment planning and evidence-based practices. Attention is given to substance use disorders and co-occurring clinical mental health issues.

Fees

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Course Objectives

By the end of this course, you will be able to:

1. Demonstrate an understanding of the historical perspectives and etiological models that serve as the foundation for current approaches to addiction counseling.
2. Develop an awareness of your values, attitudes, and beliefs about people with addiction.

3. Develop an understanding of different treatment options for addictions, including motivational interviewing, other psychotherapeutic approaches, comorbid disorders, pharmacotherapy, and maintenance and relapse prevention programs.
4. Have an awareness of addiction therapy, rehabilitation, and school settings. Additionally, students will examine how addiction and persons with disabilities intersect. Students will also develop an understanding of cross-cultural counseling in addiction.

Course Resources

Extensive readings will include chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Students can download additional readings from the course website. Students must complete all readings before the class period for which they are assigned and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you have trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook: Traditional or Auto Access

1. Capuzzi, D. & Stauffer, M. D. (Eds.). (2015). *Foundations of Addictions Counseling (4th Ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
2. **Auto Access:** Capuzzi, D. & Stauffer, M. D. (Eds.). (2015). *Foundations of Addictions Counseling (4th Ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.

This course requires all-inclusive digital materials provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when registering for the course. To access the materials, visit the Canvas course site. For more details, including dates, and deadlines, visit <https://portal.verba.io/usu/login> (Links to an external site.). This page will also include information on how to opt out of digital materials.

3. There may also be readings assigned that will be available on Canvas.

Course Outcomes and CACREP Standards

| <u>Student Learning Outcome</u> | <u>Outcomes Assessment Methods</u> | <u>CACREP Standard</u> |
|---|---|---|
| Students will demonstrate an understanding of the historical perspectives and etiological models that serve as the foundation for current approaches to addiction counseling. | <ul style="list-style-type: none"> • Weekly Readings • Weekly Quizzes | <p>3.d. theories and etiology of addictions and addictive behaviors</p> <p>3.f. systemic and environmental factors that affect human development, functioning, and behavior</p> |

Students will develop an awareness of their values, attitudes, and beliefs about people with addiction.

- Weekly Readings
- Weekly Quizzes
- Coping/Reflections Journal -Stages of Change
- Personal Paper

Students develop an understanding of different treatment options for addictions, including motivational interviewing, other psychotherapeutic approaches, comorbid disorders, pharmacotherapy, and maintenance and relapse prevention programs.

- Case Study
- Weekly Readings
- Weekly Quizzes
- Final Paper

Students will learn about addiction, family therapy, rehabilitation, and school settings. Additionally, students will examine how addiction and persons with disabilities intersect. Students will also develop an understanding of cross-cultural counseling in addiction.

- Weekly Readings
- Weekly Quizzes
- Paper on Intersection of Addiction and Disability

2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2. 2. g. the impact of spiritual beliefs on clients' and counselors' worldviews

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

7.k. use of symptom checklists and personality and psychological testing

3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

6.f. types of groups and other considerations that affect conducting groups in varied settings

1.c. c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation

Course Requirements

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students must participate professionally in all sessions. Students should minimize distractions by turning off other electronic devices (e.g., televisions, cell phones, etc.) and minimizing other Internet web pages during class. Students are encouraged to ask questions and dialogue with the instructor. Students are also required to participate in class group activities.

DO NOT USE AI Policy:

ChatGPT and similar Artificial Intelligence tools, though useful in many contexts, are inappropriate for use in this course. An important outcome of this course is to strengthen your own abilities as a thinker and communicator. That is only possible when you do your own work. You may not submit work that is written wholly or partially by an AI tool. Assignment submissions may be run through AI detection software. If your submission appears to have been written using AI, you may either receive a failing grade or be asked to resubmit.

Learning Environment

All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>)

(Links to an external the following are the course policies that Students should follow during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements.
2. Assignments are due on the dates noted in the course syllabus. This will typically be Sundays by 11:59 pm MST unless otherwise noted or prior arrangements are made.
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Professional Performance Standards

The following information is from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy:

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of their own physical, mental, and/or emotional impact on the counseling process and the potentially harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their physical, mental, or emotional problems. They refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for issues that reach the level of professional impairment. If necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards outlined in the USU Rehabilitation Counseling Program, students are expected to conduct themselves ethically, responsibly, and professionally. They must be knowledgeable of and, at all times, adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC website at <http://www.crc certification.com/> ([Links to an external site.](#)).

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to take personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to ideas, learning, change, giving and receiving feedback, others, and self-development
- Respect for self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also crucial that you do not make assumptions regarding the content, policy, or other class elements. Please contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, we are expected to communicate clearly with precision and formality. Before submitting any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link to schedule an online session if necessary. They can be reached by phone: at (435) 797 - 2712 or by Email: at usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at <https://writing.usu.edu>.

Attendance and Excused Absences Policy

Attendance

Asynchronous Online Only Course

Participation

Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited to add to the overall learning environment, whether we are meeting online or in person. Students are expected to demonstrate respect for one another by asking questions, making comments, and engaging in the overall academic exchange of concepts, topics, and ideas.

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove the student's responsibility to drop courses they do not plan to attend.*) This option is typically used for entire classes, and the instructor is trying to make a seat available for another student, but it may be considered for other courses. Requests must be made during the first 20 percent of the course and considered on an individual student basis. The Registrar's Office will notify students who are dropped from courses through their preferred email account (see [2018-2019 General Catalog](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs voluntarily. Therefore, students should only participate in them if they care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/>.

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books, regardless of location. Additionally, the library will mail printed books to students at no charge. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

University Policies & Procedures

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with [USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources](#) and the accompanying [Terms of use for USU IT](#) resources, as well as [Article V-3.B.25.c](#) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu.

Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employee](#)." This means that if you share information with me about incidents of [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, , I *will report* that information to the [USU Title IX Coordinator](#). I will also share with you information about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resources](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu>, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://www.usu.edu/involvement/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <https://www.usu.edu/inclusion/>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <https://www.usu.edu/inclusion/programs/multicultural/>, (435) 797-1728, TSC 315
- LGBTQA Programs: <https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State
University: <https://studentconduct.usu.edu/studentcode>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Acceptable Use of University Computing Resources](#)
- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an

earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT App”](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Evaluation Methods and Criteria

Grade Scheme

The following grading standards will be used in this class:

| Grade | Grade Standards | |
|--------------|------------------------|---------|
| | Range | |
| A | 100 % to 93.0% | 200-215 |
| A- | < 93.0 % to 90.0%. | 193-199 |
| B+ | < 90.0 % to 87.0%. | 187-192 |
| B | < 87.0 % to 83.0%. | 178-186 |
| B- | < 83.0 % to 80.0%. | 172-177 |
| C+ | < 80.0 % to 77.0%. | 165-171 |
| C | < 77.0 % to 73.0%. | 157-164 |
| C- | < 73.0 % to 70.0%. | 150-156 |

Grade Standards

| Grade | Range |
|-------|----------------------------|
| D | < 70.0 % to 67.0%. 129-149 |
| F | < 59.0 % to 0.0% Under 128 |

Course Assignment & Grading

| Assignment | Points | Total Points |
|---|--------|--------------|
| Introduction Post | 5 | 5 |
| Weekly Reading Quiz | 5 | 5x12=60 |
| Personal Paper | 20 | 20 |
| Coping/Reflections Journal -Stages of Change | 30 | 30 |
| Paper on Intersection of Addiction and Disability | 20 | 20 |
| Case Study | 30 | 30 |
| Final Paper | 50 | 50 |
| | Total | 215 |

Course Schedule/Outline

Introduction Post: (5 points)

Due by 11:59 pm MST Sun Jan 12th

You will write a post introducing yourself to the class. Please post this assignment to the discussion board. I'm interested in learning about you, your career goals, your strengths as a helping professional, and the areas where you would like to grow. I look forward to working together!

Weekly Reading Quizzes: (5 x 12 = 60)

Due by 11:59 pm MST Sunday of the week assigned

You will need to take a reading quiz on Canvas about the current week's readings each week. The quiz will be available the entire week, Monday morning to Sunday evening. However, once opened, Students must complete the quiz in one sitting. It is time-limited, usually to an hour. Missed quizzes will not be re-opened and are worth 5 points. The first quiz will be a practice quiz, and you will receive five total points regardless of the score.

Personal Paper (20 points)

Due by 11:59 pm MST Sunday, Sun Jan 19th

You will write a **2-4-page double-spaced paper in APA format (not including title page or references)**, in which you will examine your perceptions of addictions and counseling. To be a competent counselor, one must create understanding and awareness regarding your thinking, attitudes, feelings, and behavior surrounding people and addiction. Potential thoughts and questions to consider while writing this paper are:

1. What societal constructs or family messages have you received regarding addiction?
2. How has your personal experience regarding addiction impacted your thoughts surrounding people with addiction?
3. How will your personal experience or knowledge regarding addiction impact you as a helping professional?
4. Do you have any bias toward people who have addictions? If so, where did the bias come from, and would you like to change your beliefs surrounding said bias?
5. What experience, attributes, or qualities do you have to make you an effective counselor when working with people with addictions?
6. What areas would you like to grow regarding working with people with addictions?

The questions mentioned above only help you examine your thoughts, attitudes, feelings, and behaviors regarding addiction; they do not necessarily need to be included in your paper. This paper is expected to convey your thoughts and does not require citations or references. If you choose to utilize references and citations, please use APA format.

Coping/Reflections Journal -Stages of Change (30 points)

Due by 11:59 pm, MST Sunday, Sun Jan 26th, and each week assigned after that.

To help understand the process of addiction on a more personal note, students are **to keep a weekly/coping reflection journal**. Students are asked to identify an activity or substance (i.e., shopping, caffeine, sugar) they enjoy and sometimes partake in more when upset, stressed, or overwhelmed.

For six weeks, you are to stop doing this activity or using this substance (or make an honest effort to do it). Your task is to write *one journal entry weekly* about your progress and note your reactions and behaviors as you create this change while abstaining from your preferred coping activity or substance. Please track your thoughts, feelings, and triggers regarding this issue throughout this assignment. You will answer at least 3 of the instructors posted thought-provoking questions posted in canvas for the week. This exercise is not about whether or not you stick with abstinence; it is about the process. Additionally, students are to consider and write about what stage of change (Transtheoretical Model) they are in from a therapeutic perspective. If you were your counselor, what intervention (s) might you utilize if you were your client that week?

Case Study: (30 points)

Due by 11:59 pm, MST Sun Mar 23, 2024

You will be responsible for completing one brief **3-5-page single-spaced Comprehensive Diagnostic Assessment.**

For your case study, you will be given a "case." The case will include all relevant information for completing the assignment. You will utilize this information to formulate a Comprehensive Diagnostic Assessment and determine the DSM-5 diagnosis (if any) you would give your client. Before the deadline, case materials and detailed guidelines will be distributed and reviewed in the lecture.

The initial evaluation for treatment or comprehensive diagnostic assessment (CDA) includes a biopsychosocial assessment and a description of the member's readiness and motivation to engage in the treatment, participate in the development of the treatment plan, and adhere to the treatment plan. The assessment will lead to a DSM diagnosis (or ICD equivalent) with recommendations for the level of care, intensity, and expected duration of treatment services.

Sections for Case Study:

- - Presenting problem
 - Behavioral health treatment history and outcomes (noting current and previous providers), including family history
 - Symptoms/Trauma History
 - Medical history, including family history
 - Complete DSM-V diagnosis
 - Mental status exam
 - Risk assessment
 - A substance use screening should occur for members over the age of 10 years, noting any substance use and treatment interventions. When a substance use

concern is identified during the assessment process, the provider must include the six ASAM dimensions in the CDA.

- The six ASAM dimensions are:
 - **Dimension 1:** Acute intoxication and withdrawal potential
 - **Dimension 2:** Biomedical conditions and complications
 - **Dimension 3:** Emotional, behavioral, or cognitive disorders and complications
 - **Dimension 4:** Readiness to change
 - **Dimension 5:** Relapse, continued use, or continued problem potential
 - **Dimension 6:** Recovery/living environment
- Education
- Legal Issues
- Social Support
- Assessment of spiritual and cultural variables impacting treatment
- For children and adolescents, a developmental history is documented. For adolescents only, the counselor must document a sexual behavioral history.
- When applicable, medication information, including prescriptions or refills, medication education, and informed consent.
- Recommendations

Paper Exploring Personal and Societal Biases Toward Individuals with Addictions (20 points)

Due by 11:59 PM MST Sun April 6th

Students are to write a concise, 2–4 page **APA 7 Format (not including title page or references)** reflection analyzing both your personal biases and broader societal prejudices/biases toward people with addictions. Begin with a brief self-assessment: consider formative experiences that may have shaped your current views. Next, explore how stigma operates on a societal level, drawing upon at least two scholarly sources to illustrate how discrimination influences public policy, social support, and treatment outcomes. Conclude with suggested strategies for bias reduction, touching on ways to use person-first language and develop greater empathy in professional and personal contexts.

Final – Intersection of Addiction and Disability (50 points)

Due by 11:59 PM MST Sun Apr 20, 2024

Students are to write a **6 to 8-page double-spaced paper (not including title page or references)**. For your final paper, I'd like you to explore the intersection of addiction and disability. Examine how physical, cognitive, and sensory disabilities can affect the onset and course of substance use disorders, as well as the unique challenges and barriers to treatment.

Discuss relevant research, highlight practical strategies for inclusive interventions, and incorporate any policy or advocacy implications. Please base your analysis on both theory and empirical evidence and feel free to include real-life or hypothetical case examples to help illustrate your points. The goal is to propose tangible ways our field can better meet the needs of those living with both a disability and a substance use disorder. The paper must include at least six (6) referenced journal articles or books written within the last six (6) years.

The paper will be graded according to the following criteria:

- - APA Style/Format Grammar/Writing Style /Flow of Paper (20 points)
 - Content of Paper/Thoroughness (30 points)

| Assignments and Due Dates | | | |
|---------------------------|--|--|-----------------|
| Date Due | Read | Details | Time Due |
| Sun Jan 12th | | Assignment Introduction Post: (5 points) | due by 11:59 pm |
| Sun Jan 19th | Ch1: History and Etiological Models of Addiction | Assignment Personal Paper (20 points) | due by 11:59 pm |
| | | Assignment Quiz #1 | due by 11:59 pm |
| Sun Jan 26th | Ch. 2: Substance addictions | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) 1st Entry | due by 11:59 pm |
| | | Assignment Quiz #2 | due by 11:59 pm |
| Sun Feb 2nd | Ch. 3 Process Addictions | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) 2nd Entry | due by 11:59 pm |
| | | Assignment Quiz #3 | due by 11:59 pm |

| | | | |
|---------------------|--|--|-----------------------|
| Sun Feb 9th | Neuroscience of addiction: Posted Booklet - Drugs, Brain, and Behavior: The Science of Addiction | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) 3rd Entry | due by 11:59 pm |
| Sun Feb 16th | Ch. 4: Professional Issues in Addictions Counseling | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) 4th Entry | due by 11:59 pm |
| | | Assignment Quiz #4 | due by 11:59 pm |
| Sun Feb 23rd | Ch. 5&6: Intro to Assessment & Assessment and Diagnosis of Substance-Related Addiction Disorders | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) 5th entry | due by 11:59 pm |
| | | Assignment Quiz #5 | due by 11:59 pm |
| Sun Mar 2nd | CH 17, 18 & 19: Cross-Cultural Counseling in Addictions – Gender, Sex, and Addictions - & LGBTQ+ Affirmative Addictions Treatment and Assessment | Assignment Coping/Reflections Journal - Stages of Change (Total 30 points - 5 points each week) Week 6 - LAST ONE | due by 11:59 pm |
| | | Assignment Quiz #6 | due by 11:59 pm |
| Sun March 9th | 9: Treatment of Comorbid Disorders | Assignment Case Study-Comprehensive Diagnostic Assessment (30 points) | due by 11:59 pm |
| | | Assignment Quiz #7 | due by 11:59 pm |

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| Sun March 23rd | 7&8: Motivational Interviewing & Psychotherapeutic Approaches | Assignment Quiz #8 | due by 11:59 pm |
| Sun March 30th | 14&15: Substance Addiction and Families & Persons with Disabilities and Substance-Related Disorders | | due by 11:59 pm |
| | | Assignment Quiz #9 | due by 11:59 pm |
| Sun Apr 6th | 12&13: 12-Step Facilitation of Treatment & Maintenance and Relapse Prevention | Assignment Paper Exploring Personal and Societal Biases Toward Individuals with Addictions (20 points) Quiz #10 | due by 11:59 pm |
| Sun Apr 13th | 10: Group Counseling for Treatment of Addictions | Assignment Quiz #11 | due by 11:59 pm |
| Sun Apr 20th | 16&20: Substance Addiction Prevention Programs across the Lifespan & Inpatient and Outpatient Addiction Treatment | Assignment Quiz # 12 - Last One! Assignment Final – Intersection of Addiction and Disability (50 points) | due by 11:59 pm |
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