Course Information

Title: Individual and Systemic Approaches to Treating Addictions
SAC (Subject Area Code) & Number: CED 6105
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin Description

Assessing, diagnosing, conceptualizing, and treating clients who have addictions.

Course Goal

Students will integrate client culture, counseling theories, and factors that cause and sustain addictions to assess, diagnose, conceptualize, and treat individuals and systems with addictions.

Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP Standard</th>
<th>Course Learning Outcome(s)</th>
<th>Week(s) Covered</th>
<th>Measured With</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.C.2.e</td>
<td>1) Assess for substance use disorders &amp; diagnose substance use disorders using the DSM-5 &amp; ICD 10, while recognizing the potential for these disorders to mimic and/or co-occur with other mental health, neurological, and medical disorders.</td>
<td>Week 6</td>
<td>Weekly Assignments including: • Quizzes • Reflection journals</td>
</tr>
<tr>
<td>2.F.3.d 5.C.1.d</td>
<td>2) Develop a case conceptualization of clients who use substances as well as</td>
<td>Weeks 7 - 13</td>
<td>Weekly Assignments including:</td>
</tr>
</tbody>
</table>
clients who have family members who use substances using multiple theoretical lenses (e.g., disease, environmental, physiological, etc.).

- Reflection journals
- Practice written conceptualizations

Course Materials

**Required Texts**


*The DSM-5 (APA, 2013) and ICD-10 (WHO, 2016), are available for free through the Wayne State Library.

**Online Content Course Website and Weekly Readings**

Students in this course will access online content that corresponds with each course unit. Students are expected to read referenced journal articles and to watch included videos. Online content can be accessed at: counseling.education/counseling/substance_use/substance_use.html

Weekly webpages contain links to articles and/or videos that must be read/viewed. Articles and videos are available for free through the library, so do not pay for articles through journal websites. Please contact the instructor or the College of Education subject librarian, Karen Liston (aq8554@wayne.edu), should you require support with accessing journal articles or library databases.

**Course Structure**

On Monday at 12:00 pm each week, a new weekly schedule/module will be published to Canvas. Students are encouraged to check Canvas on Mondays, so they can review the expectations for the week and plan accordingly. All activities and assignments associated with a given unit must be submitted by 11:59 pm on Sunday. Thus, students have nearly a full week to complete each course unit.

During a given week, students can choose from multiple assignments or activities to earn points toward their Weekly Comprehension and Reflection Assignment point total. I conceptualize this assignment format as enabling knowledge acquisition while allowing students multiple opportunities to master course content. In other words, I hope to prioritize content mastery over variance in final grades.

**Assessment of Student Performance**

<table>
<thead>
<tr>
<th>Introductory &amp; Exit Surveys</th>
<th>2pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Comprehension and Reflection Assignments</td>
<td>48pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50pts</strong></td>
</tr>
</tbody>
</table>
Course Assignments and Exams

Introductory & Exit Surveys (2 points)
All students will respond to questions on Qualtrics that will assist the instructor in developmentally structuring the course material and evaluating student development following the course. Half of the points for this assignment will be awarded for completing the introductory survey and half will be awarded for completing the exit survey. Students will receive links to take the surveys via their university email addresses.

Weekly Comprehension and Reflection Assignments (48 points)
To demonstrate mastery of the course materials, students will be given the option of completing one (or more) weekly comprehension and reflection assignments. Examples of weekly assignments include: journals, quizzes, discussions, hypothetical client conceptualizations, and video blogs or presentations.

Each week, students can earn points toward their total assignment grade by completing one or more assignment(s). This assignment model places responsibility on students to earn points across the semester, as skipping assignments for one or more weeks could impact their final course grade. Students are encouraged to select assignments that they believe will best enable them to demonstrate mastery over the course content each week. Assignments will include experiential learning opportunities, self-reflection assignments, multiple choice quizzes, and a variety of other formats.

Grading System

<table>
<thead>
<tr>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  93-100%</td>
<td>46.5+</td>
</tr>
<tr>
<td>A- 90-92%</td>
<td>45.0 - 46.4</td>
</tr>
<tr>
<td>B+ 88-89%</td>
<td>44.0 - 44.9</td>
</tr>
<tr>
<td>B  84-87%</td>
<td>42.0 - 43.9</td>
</tr>
<tr>
<td>B- 80-83%</td>
<td>40.0 - 41.9</td>
</tr>
<tr>
<td>C+ 78-79%</td>
<td>39.0 - 39.9</td>
</tr>
<tr>
<td>C  74-77%</td>
<td>37.0 - 38.9</td>
</tr>
<tr>
<td>F &lt;74%</td>
<td>&lt; 37.0</td>
</tr>
</tbody>
</table>

Class Policies

Professionalism
Evaluation procedures for prospective professional counselors are unique, as they include evaluating students based on their professional dispositions. In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the Expectations for Students. A single percent will be deducted from a student’s final grade for each minor incongruence. Multiple percentages points will be deducted for major deviations from the expectations. Point deductions are at the instructor’s discretion.
**Expectations for Students**

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.

2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.

3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.

4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.

5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.

6. Engage fully with readings, assignments, and group work.

7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.

8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.

10. Students must be able to regularly use a computer with internet access.

11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

**Additional Instructor Policies**

**Confidentiality**

Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency or authorities. Court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.
Submitting Assignments

As assignments will be turned in via Canvas, **late assignments will not be accepted**. Students are responsible for verifying that assignments successfully uploaded to Canvas. If Canvas is malfunctioning, please email your assignment to the instructor ASAP, to avoid being penalized. Assignments that are not received via Canvas or email prior to the deadline will not be graded. All assignments are due by 11:59 pm on the due date.

**Ability & Culture Based Course Modifications**

The instructor reserves the right to modify course content, policies, and/or assignments to ensure that all students can engage with the course content, regardless of ability and/or personal culture. All modifications are at the instructor’s discretion, and students who require modifications are expected to contact the course instructor more than two weeks before the modification is to be implemented. Please see the Student Disabilities Services and Religious Holidays sections below for information regarding the Student Disability Support office and the University’s Religious Observance Policy.

Wayne State University Policies

**Religious Holidays (from the online Academic Calendar)**

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

**Student Disabilities Services (edited statement from the SDS web site):**

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)**

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:
Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication**: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism**: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **College of Education policy on plagiarism**: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing_From_a_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

**Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information
on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do—for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Online Course Policies

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Week Date</th>
<th>Online Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Syllabus &amp; Intro to Substance Use Counseling</td>
<td><strong>Introductory Course Survey</strong> completed by XX date/time**</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td><strong>Introduction to Substances</strong></td>
<td>Weekly assignments posted on Canvas</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td><strong>The Physiology of Substance Use</strong></td>
<td>Weekly assignments posted on Canvas</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td><strong>Research Regarding Substance Use</strong></td>
<td>Weekly assignments posted on Canvas</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td><strong>The Law &amp; Substance Use &amp; Mail Order Drugs</strong></td>
<td>Weekly assignments posted on Canvas</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td><strong>Assessing Substance Use &amp; Diagnosing Substance Use</strong></td>
<td>Weekly assignments posted on Canvas</td>
</tr>
</tbody>
</table>
| 7      |           | **Conceptualizing Substance Use**  
• Writing Client Conceptualizations  
• Conceptualizing Video  
• Stages of Change | Weekly assignments posted on Canvas |
| 8      |           | **Conceptualizing Substance Use**  
• Counseling Theories  
• Neuroscience  
• Genetics | Weekly assignments posted on Canvas |
| 9      |           | **Conceptualizing Substance Use**  
• Environment  
• Disease Model  
• Gateway Drugs | Weekly assignments posted on Canvas |
| 10  | **Treating Substance Use**  
|     | • Sample Conceptualization and Treatment Plan  
|     | • Humanistic Approaches  
|     | Weekly assignments posted on Canvas  
| 11  | **Treating Substance Use**  
|     | • Harm Reduction  
|     | Weekly assignments posted on Canvas  
| 12  | **Treating Substance Use**  
|     | • Medical Approaches  
|     | • Self-Help  
|     | • 12 Step Programs  
|     | Weekly assignments posted on Canvas  
| 14  | **Treating Substance Use**  
|     | • Treating Substance Use summary week, no content – work on assignments  
|     | Weekly assignments posted on Canvas  
| 15  | Class wrap up and summary  
|     | [Exit Survey](#) completed by XX date/time**  

*This schedule is subject to change at the instructor’s discretion.*

**Assignments are due by 11:59 pm EST/EDT on the due date. Please attend to the instructor’s [Submitting Assignments policy](#).**
## Reflection Journal Rubric

<table>
<thead>
<tr>
<th>Connection to course content (50%)</th>
<th>No credit (0%)</th>
<th>Half Credit (50%)</th>
<th>Full Credit (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not explicitly reference any course content.</td>
<td>Student alludes to course content but does not include any explicit references. And/or Only content from one course unit is referenced. And/or Fewer than four explicit references are included.</td>
<td>Student makes explicit references to a minimum of four pieces of course content, including journal articles and videos, from multiple course units. Explicit references involve citing and highlighting (in yellow) references to course content.</td>
<td></td>
</tr>
</tbody>
</table>

| Evaluation of personal values, biases, and beliefs (50%) | Student does not connect the course content to their personal values, biases, beliefs, or culture. | The student describes personal values, biases, beliefs, and culture; however, descriptions are not explicitly connected to the course content. And/or Descriptions of personal values, biases, beliefs, and culture are superficial (lacking depth). | Student explicitly discusses how course content is congruent with or refutes their personal values, biases, beliefs, and culture. and Student describes and highlights (in green) a plan for challenging/further examining their personal values, biases, and beliefs. |

***An example of an explicit reference to the course materials: “The NIDA website in the Commonly Used Substances unit…” In-text citations are also sufficient.