**CON5328: Prevention, Treatment and Intervention of Alcohol, Drug and Behavioral Addictions**

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**North Carolina Central University**

*“Communicating to Succeed.”*

**School of Education**

*"Preparing Educators for Diverse Cultural Contexts for the 21st Century."*

Counselor Education Program (CEP)

The Counselor Education Program’s mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

***Syllabus***

**CON 5327**

**Prevention, Treatment and Intervention of Alcohol, Drug and Behavioral Addictions**

3 Credit Hours

**Instructor: Robert A. Horne, Ph.D., M.Div., NCC, ACS, LPC, LCAS, ICAADC**

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**Phone: 919.530.6691**

**Email:** [**Rhorne6@NCCU.edu**](mailto:Rhorne6@NCCU.edu) **(Best method of contact)**

**SKYPE ID: Live:Rhorne6**

**\*Office Hours: Monday: 1pm – 4pm (Skype by appointment)**

**Tuesday: 9am – 12noon**

**Wednesday: 9am -12noon (Skype by appointment)**

**Thursday: 1pm – 4pm**

**Other times by appointment**

\* All office hour times are Eastern Standard Time (EST). In order to provide each student with the optimal amount of respect, confidentiality, and attention *all* office hour visits must be scheduled a minimum of 24 hours in advance.

If you are coming to visit campus and want to meet in-person please email me in advance for a specific time. Or if you want to coordinate a SKYPE or phone meeting please email me at Rhorne6@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. SKYPE NAME: *“Live:Rhorne6”*.

**Required Textbooks & Materials:**

Herdman, J. (2013). *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (*6th).* Parallels: Pathways to Change. ISBN-10: 0976834154

Miller, W. R.., Forcehimes, A. A.., McLellan, A. T., (2011). *Treating Addiction: A Guide for Professionals.* ISBN-13:  9781609186388

American Psychological Association. (2010). *Publication Manual of the American Psychological* *Association* ( 6th ed.). Washington, DC: Author.

Substance Abuse and Mental Health Services Administration (2008). *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice*. <http://store.samhsa.gov/shin/content//SMA12-> 4171/SMA12-4171.pdf

Substance Abuse and Mental Health Services Administration (2013). *What is an Evidence-Based Intervention (EBI)?* http://www.preventionnetwork.org/Data/Sites/1/resourcesmaterials/evidencebasedinterventions2013.pdf

Substance Abuse and Mental Health Services Administration (2009). *Identifying and Selecting Evidence-Based Interventions for Substance Abuse Prevention* (DHHS Publication No.  SMA09-4205) http://store.samhsa.gov/product/Identifying-and-Selecting-Evidence-Based-Interventions-for-Substance-Abuse-Prevention/SMA09-4205

Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders Technical Assistance Publication (TAP) Series 19

<http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf>

**Suggested Readings**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC:   
 Author.

Substance Abuse and Mental Health Services Administration. (2004). *Addiction counseling competencies: The Knowledge, Skills, and Attitudes of Professional Practice: Treatment Improvement Protocol (TIP 21*) *Series* (DHHS Publication No. SMA 08-4171). Rockville, MD: Author

<http://store.samhsa.gov/shin/content//SMA12-4171/SMA12-4171.pdf>

Substance Abuse and Mental Health Services Administration. (2004). *Substance abuse treatment and family therapy:*

*Treatment Improvement Protocol (TIP 39*) *Series* (DHHS Publication No. SMA 04-3957). Rockville, MD: Author.

<http://www.ncbi.nlm.nih.gov/books/NBK64265/pdf/TOC.pdf>

Dayton, T. (n.d.) Living With Addiction: What Happens to the Family When Addiction Becomes Part of It?

<http://www.nacoa.org/pdfs/The%20Set%20Up%20for%20Social%20Work%20Curriculum.pdf>

Department of Health & Human Services (2004). *Fetal alcohol syndrome: Guidelines for referral and diagnosis.*

<http://www.cdc.gov/ncbddd/fasd/documents/fas_guidelines_accessible.pdf>

Substance Abuse and Mental Health Services Administration (2004). *What is substance abuse treatment: A booklet for*

*families* (DHHS Publication No. SMA 06-4126). Rockville, MD: Author.

[http://store.samhsa.gov/product/What-Is-Substance-Abuse-Treatment-A-Booklet-for-Families/SMA14- 4126](http://store.samhsa.gov/product/What-Is-Substance-Abuse-Treatment-A-Booklet-for-Families/SMA14-%20%094126)

Substance Abuse and Mental Health Services Administration (2008*). Competencies for Substance Abuse Treatment Clinical Supervisors.* http://store.samhsa.gov/shin/content/SMA12-4243/SMA12-4243.pdf

**Skype Account** - I suggest that you get a free SKYPE account so that you can communicate with faculty, classmates and your research group.

**Website**: <http://onlinecourse.nccu.edu/> This class will be somewhat of a web-enhanced class and will utilize the campus “Blackboard” system. Every candidate/student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676. Please see the last page of syllabi for instructions on Bb Access instructions

**Email Correspondence:** When contacting me via email your email subject line should be relevant to your email content. Please use “CON 5327:” and then describe the nature of your email. Students are supposed to communicate with faculty using their NCCU email. Please be sure that you use yours and check it daily.

**Course Description**

This course focuses on substance use and behavioral health issues as related to addiction prevention, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover prevention, treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

**Student Learning Outcomes/Outcomes**

Upon successful completion of this course students will be able to:

This course focuses on substance use and behavioral health issues as related to addiction screening, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

1. Analyze the process by which a client is determined appropriate and eligible for admission to a particular program. (G.S. 90-113.41A(a)(2)b).
2. Conduct an administrative and initial assessment procedure for admission to a program. (G.S. 90-113.41A(a)(2)b).
3. Describe the 5 parts of the Client Orientation process: a) general nature and goals of the program; b) rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; c) in a non-residential program, the hours during which services are available; d) treatment costs to be borne by the client, if any; and e) client’s rights. (G.S. 90-113.41A(a)(2)b).
4. Explain procedures by which a counselor/program identifies and evaluates an individual’s strengths, weaknesses, problems and needs for the development of the treatment plan. (G.S. 90-113.41A(a)(2)b).
5. Identify psychological, emotional, personality, and developmental issues. (G.S. 90-113.41A(a)(2)h).
6. Define co-occurring physical and mental disabilities. (G.S. 90-113.41A(a)(2)i).
7. Articulate models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems. (CACREP Addiction C.2.).
8. Detect the importance of family, social networks, and community systems in the treatment and recovery process. (CACREP Addiction C.3.).
9. Identify a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders. (CACREP Addiction C.5.).
10. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CACREP Addiction H.1.).
11. Apply assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care. (CACREP Addiction H.5.).
12. Distinguish between evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling. (CACREP Addiction I.3.).
13. Develop measurable outcomes for addiction counseling programs, interventions, and treatments. (CACREP Addiction J.2.).

**Course Policies**

* Candidates are expected to log in to BlackBoard and respond to weekly instructions. Students can expect to spend 12 plus hours per week.
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade (by at least one letter grade). Written
* Assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual.
* All papers should be double-spaced and reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
* It is expected that students will communicate regularly with colleagues and the professor.

**Attendance**

It is expected that you will be active in the discussion board weekly. You are to respond to weekly posts.

Students who have challenges doing weekly posts should make every effort to contact the instructor immediately with regard to the reason for missing class.

Also note that anyone other than enrolled students is not allowed to attend class without the permission of the instructor.

**Instructor’s Correspondence Times**

|  |  |  |
| --- | --- | --- |
| **Type of Correspondence** | **Timeframe** | **Special notes** |
| Emails | 24 hours | 1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours.  2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 hours beginning at 8am the next business day.  3) Emails sent after 4pm Thursday or on the weekend will receive a response within 24 hours beginning at 8am Monday. |
| Weekly Assignments (quizzes, papers, exams, etc.) | 1 week | 1) Late assignments, if accepted, the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester’s grading period ends. |
| Telephone Calls | Please email to set a time for a telephone conference or call | As this is an online course, the primary method of contacting the instructor is through email. |

**SPECIAL SERVICES for STUDENTS**

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services SDS) in Suite 120 in the Student Services Building (preferably during the first two weeks of the semester). Please contact the SDS Staff at (919) 530-6325 or e-mail studentdisabilityservices@nccu.edu. If you are new to SDS please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the **Accommodate Link.** Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

**Student Support/Ombudsperson**

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g., short-term illness/injury, loss of a loved ones, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at 919.530.7492 or bsimmons@nccu.edu.

**Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](https://webmail.nccu.edu/owa/redir.aspx?C=tgrEl9jznkGoTdCb1KZ7FBTV0--icNAIiVzKZ5DDd7O7lJGcZ_vMtUzDa-NWga_CrfVS-i7S-04.&URL=mailto%3aveteransaffairs%40nccu.edu).

**NCCU Writing Studio**

The mission of the Studio is to support students’ learning and work as a writer in the university community through one-on-one and small group collaborative sessions. Students who desire to improve their writing skills can make an appointment at the NCCU Writing Studio by contacting the Writing Studio at <http://www.nccu.edu/academics/universitycollege/writingstudio/index.cfm> or 919.530.6035 for more information.

**Guidelines for Online “Class” Etiquette, Discussion, and Communication**

* Any information shared within this course is to remain confidential.
* It is expected that students check email at least once daily. Should students have any questions or concerns please feel free to contact the instructor via email (Best way to contact) or office phone.
* Everyone will respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
* Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.

**Plagiarism and Academic Integrity**

**Plagiarism is the act of taking credit for someone else's work.** In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law.** So plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that isn't so different than stealing someone's iPod or wallet.

**Assignments and Exams:**

**Discussion Board (15 x 10pts. each = 150 total points)**

Discussion Board questions will appear on Tuesdays with each weeks’ assignment. **Students’ are required to post their initial discussion no later than 11:59PM each Thursday.** Their response on another students thread should be posted no later than 11:59PM each Monday. Late post will receive a grade of zero. Initial post must include at least **3** references (5pts.). Response post must include at least **1** references (5pts.). Posts that do not include the required number of reference(s) will not earn any credit and a zero **(0)** will be recorded for the grade for that part of the Discussion Board (i.e., if the initial post does not include 3 references no points will be earned for the initial post, if the response post does not include at least 1 reference no points will be earned for the response post).

**Please review the Quality Posting link listed on Blackboard.**

When writing your discussion board posts please keep the following grading rubric in mind.

**WEEKLY DISCUSSIONS** The questions I will have in mind when I am reading your weekly discussions (5 points for Initial Post + 5 points for your Response Post = 10 points)

1. RESPONSIVENESS: Did the student answer the Discussion questions and respond to other students based on the Discussion Instructions or response prompt?
2. CONTENT KNOWLEDGE: Does the posting and response show that the student learned and integrated/applied the information presented? Is the student’s demonstration of knowledge and skill attainment accurately conveyed?
3. QUALITY OF WRITING: Does the student demonstrate graduate-level writing and is the writing in accordance with APA formatting and guidelines (i.e., citations, references).
4. CONTRIBUTION TO THE DISCUSSION: Does the student’s participation forward the discussion and make a difference in the discussion?

***Weekly Quizzes*** (13 x 20 points per quiz)

Quizzes will cover the readings assigned for that week. They will be approximately 10 questions.

***Assessment and Relapse Prevention Plan Assignment***

Based on the Life of Tonier Cain as shown in the film “Healing Neen,” complete the Assessment and Relapse Prevention Plan. Read Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders Technical Assistance Publication (TAP) Series 19: <http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf>

***Complete the following according to the syllabus***

*Part I:* Alcohol and Drug Addiction Test p. 55-59 and Section II: How Did I Get Here? p. 63 - 81

*Part II:* Section III: How Do These Warning Signs Happen to Me?

*Part III:* Section IV: How Can I Get Better?

Part IV: Section V: What Is My Personal Plan To Recover?

Please see BlackBoard for specific rubric and grading.

***Midterm and Exam (100 points each)***

These will consist of multiple-choice, fill-in-the-blank, and essay questions covering all the information covered during the semester.

**GRADING**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Due Date** |
| Discussion Boards (15 X 10 points) | 150 points |  |
| Quizzes (13 X 20 points) | 260 points |  |
| Assessment and Relapse Prevention Plan (I-IV)  (25 points each) | 100 points |  |
| Midterm | 100 points |  |
| Final Exam | 100 points |  |
| Total | 710 points |  |

**GRADING SCALE:**

A 639-710 Exceptional

B 567-638 Above Average

C 495-566 Average

F Below 495 Academic Failure

**GRADING CRITERIA:**

**A:** Exceeded expectations. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**F:** Did not meet minimum course requirements.

A *grade of* ***A*** represents work which is of superior quality, well-researched, or unusually insightful and exceeded expectations; *B work* meets expectations according to the syllabus and is that which is thoughtful, commendable, and above the group average; ***C*** *work* meets minimum but does not exceed expectations; ***F*** *work* is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

**Course Schedule\*\*:** *(\*\*****Course is subject to adjustment by instructor.****)*

*In preparation for the class please be sure to access the readings* ***ahead*** *of time. May I suggest making copies of all of the BlackBoard readings at one time. Read through the course schedule thoroughly.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Topics to be explored** | **Meets**  **Course-Level**  **Objective(s)** | **Weekly Assignments** |
| Week 1 | 1. Introduction to Global Criteria: 12 Core Functions of Substance Abuse 2. Screening 3. Intake | 1,2, &3 | **Readings**  *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (*6th)*  Chapter 1.  Chapter 2.  Chapter 3.  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 1 is due no later than Monday, January 18, 2016 at 11:59PM EST.** |
| Week 2 | 1. Orientation 2. Assessment 3. Treatment Planning | 1,2, 3, 4, & 5 | **Readings**  *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (*6th)*  Chapter 4.  Chapter 5.  Chapter 6.    **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 2 is due no later than Monday, January 25, 2016 at 11:59PM EST.** |
| Week 3 | 1. Counseling 2. Case Management 3. Crisis Intervention | 7 | **Readings**  *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (*6th)*  Chapter 7.  Chapter 8.  Chapter 9.  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 3 is due no later than Monday, February 1, 2016 at 11:59PM EST.** |
| Week 4 | 1. Client Education 2. Referral 3. Report and Record Keeping 4. Consultation | 11 | **Readings**  *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (*6th)*  Chapter 11.  Chapter 12.  Chapter 13.  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 4 is due no later than Monday, February 8, 2016 at 11:59PM EST.** |
| Week 5 | 1. Understanding Addiction 2. Understanding How Drugs Work | 5 | **Readings**  *Treating Addiction:*  Chapter 1. Why Treat Addiction? Chapter 2. What Is Addiction? Chapter 3. How Do Drugs Work?  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 5 is due no later than Monday, February 15, 2016 at 11:59PM EST.** |
| Week 6 | 1. Client-centered Treatment 2. Screening, Evaluation, and Diagnosis 3. Detoxification | 4 & 10 | **Readings**  *Treating Addiction:* Chapter 4. A Client-Centered Foundation Chapter 5. Screening, Evaluation, and Diagnosis Chapter 6. Detoxification and Health Care Needs  Read Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders Technical Assistance Publication (TAP) Series 19: http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 6 is due no later than Monday, February 22, 2016 at 11:59PM EST.** |
| Week 7 | 1. Individual Treatment Plans 2. Case Management 3. Evidence-Based Intervention | 9 & 12 | **Readings**  Chapter 7. Matching: Individualizing Treatment Plans Chapter 8. Case Management  Substance Abuse and Mental Health Services Administration (2013). *What is an Evidence-Based Intervention (EBI)?* http://www.preventionnetwork.org/Data/Sites/1/resourcesmaterials/evidencebasedinterventions2013.pdf  **Videos**  See videos in Weekly Assignments  **Assessments**  Discussion Board: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 7 is due no later than Monday, February 29, 2016 at 11:59PM EST.** |
| Week 8 | 1. Substance use: Brief Interventions 2. Motivational Counseling 3. Community Reinforcement Approach | 7 & 13 | **Readings**  *Treating Addiction:* Chapter 9. Brief Interventions Chapter 10. Enhancing Motivation for Change Chapter 11. A Community Reinforcement Approach  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Draft Part 1 of Prevention Plan and Quiz 8 are due no later than Monday March 7, 2016 at 11:59PM EST.** |
| Week 9 | **Midterm Exam** | 9 & 13 | **Readings**  Review all previous course requirements  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **\*\*Mid-tern Exam is due no later than Friday March 11, 2016 at 11:59PM EST.** |
| Week 10 | **Spring Break** |  |  |
| Week 11 | 1. Strengthening Coping Skills 2. Involving and Working with Families 3. Mutual Help Groups | 8 | **Readings**  *Treating Addiction:* Chapter 12. Strengthening Coping Skills Chapter 13. Involving and Working with Family Chapter 14. Mutual Help Groups  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 9 are due no later than Monday, March 28, 2016 at 11:59PM EST.** |
| Week 12 | 1. Pharmacological Adjuncts 2. Responding to Client’s Resistance 3. Enhancing Client Adherence | 4, 7, 9, & 13 | **Readings**  *Treating Addiction:* Chapter 15. Pharmacological Adjuncts   Chapter 16. Responding to Resistance Chapter 17. Enhancing Adherence  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Draft Part II of Prevention Plan Due and Quiz 10 are due no later than Monday, April 4, 2016 at 11:59PM EST.** |
| Week 13 | 1. Co-Occurring Disorders 2. Recovery: Maintenance 3. Working with Groups | 6 & 11 | **Readings**  *Treating Addiction:* Chapter 18. Treating Co-Occurring Disorders Chapter 19. Promoting Maintenance Chapter 20. Working with Groups  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 11 is due no later than Monday, April 11, 2016 at 11:59PM EST.** |
| Week 14 | 1. Addressing Spirituality 2. Professional Ethics 3. Promoting Prevention | 9, 13 | **Readings**  *Treating Addiction:* Chapter 21. Addressing the Spiritual Side   Chapter 22. Professional Ethics Chapter 23. Promoting Prevention Postscript: Looking Forward, *A. Thomas McLellan*  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Draft Part III of Prevention Plan and Quiz 12 are due no later than Monday, April 18, 2016 at 11:59PM EST.** |
| Week 15 | 1. Addiction Counseling Competencies | 9, 13 | **Readings**  *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice*  Introduction  Section 1:1.  Section 1:2.  Section 1:3.  Section 1:4.  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Quiz 13 is due no later than Monday, April 25, 2016 at 11:59PM EST.** |
| Week 16 | **Final Exam** | 9, 13 | **Readings**  *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice*  Section 2:5.  Section 2:6.  Section 2:7.  Section 2:8.  **Assessments**  **Discussion Board**: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST  **Final Assessment and Prevention Plan and Final Exam are due no later than Monday, May 2, 2016** |