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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 5328**

**Alcohol, Drug and Behavioral Addictions: Family and Crisis Interventions**

**Summer 2016**

3 Credit Hours

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

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**\*Office Hours: \* Skype: By Appointment Only**

**\* Skype Account**

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

You can download the Skype application for free at <https://www.skype.com/en/download-skype/skype-for-computer/> . Please view Skype’s Consumer Terms, IP, Data Protection & Privacy policies at <https://www.skype.com/en/legal/> prior to downloading the app. 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. My Skype ID is ***Live:Rhorne6***.

**Required Textbooks & Materials:**

Juhnke, G. A. & Hagedorn, W. B. (2006). Counseling Addicted Families: An Integrated Assessment and

Treatment Model. (1st ed.) Routledge

American Psychological Association. (2010). *Publication Manual of the American Psychological* *Association* (6th 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>

***SAMHSA Resources:***

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)

**Suggested Textbooks & Materials:**

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

**Course Description**

An examination of the range of substance abuse issues impacting the family system, including crisis intervention. Topics will include: a) etiology of substance abuse and addiction within the family; b) impact upon members of the system and its dynamics; c) family and crisis interventions and treatment approaches; and d) long-term recovery issues associated with family and crisis interventions. This course will address the dynamics of substance abuse in the family system in terms of theory, prevention, and treatment. Additionally, this course will address crisis intervention techniques that can be used with individuals and families. Treatment will involve an examination of assessment, treatment, and aftercare approaches with families. Finally multicultural issues as they relate to families will be discussed.

**Student Learning Outcomes**

At the end of this course, students should be able to:

1. Distinguish substance use theories associated with individual, group, and family counseling. (G.S. 90-113.41 A(a) (2)c).
2. Classify the risk factors related to crisis interventions. (G.S. 90-113.41 A(a) (2)e).
3. Select appropriate crisis intervention techniques for individual and family crisis intervention. . (G.S. 90-113.41 A(a) (2)c&e).
4. Formulate a crisis plan for individuals and/or families with substance use concerns. (G.S. 90-113.41 A(a) (2)c&e).
5. Select skills and interventions in way that reflect recognition of the effects of social and economic injustice and respect for social and human diversity. (G.S. 90-113.41 A(a) (2)k).
6. Ascertain how co-occurring physical and mental disabilities may effect crisis interventions and planning. (G.S. 90-113.41 A(a) (2)e,h,i).
7. Analyze U.S. social policies and related social justice issues enabling students to understand these issues in relationship to families and chemical dependency. (G.S. 90-113.41 A(a) (2)j).
8. Describe the importance of family, social networks, and community systems in the treatment and recovery process. (CACREP Addiction Counseling C.3.).
9. Analyze the principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling. (CACREP Addiction Counseling D.1.).
10. Counsel and educate others- about addictive disorders to families and others who are affected by clients with addictions. (CACREP Addiction Counseling D.5.).
11. Write psychosocial assessments that reflects understanding social systems of all sizes in which families are involved. (G.S. 90-113.41 A(a) (2)b,h,j,k).

**Infusion of counseling and related research**

Students are required to integrate current and original research in related assignments as discussed within those assignments. Therefore, with each case presentation students are required to discuss current research that is relevant to the case.

**Method of Teaching**

The course will consist of the following pedagogy; lecture, BlackBoard (Bb) Discussion, group activity, experiential activities, self-examination, use of media, and out of class assignments which will require traveling to at least one treatment facility. Therefore, it is important that each student is prepared for class (i.e. reading the assigned material, developing questions for class discussion etc.). Moreover, students are expected to participate in their own self-examination, including their own biases, values and cultural perspective.

#### COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will be marked down one letter grade ***for everyday***that it is late. *Late assignments may not be returned before the end of the grading period.*

1. All of your coursework should be completed on your own unless it is a group assignment. **Plagiarizing work in any assignment will result in automatic failure in the course.** Read, listen, and/or watch all material provided on the course website.
2. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
3. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.) Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
4. **Check your NCCU email account daily**. All correspondence will be conducted using the NCCU email system and sent to your NCCU email address. If you are not receiving communication because you are not checking your NCCU email account regularly, then it is not the fault of the instructor.
5. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
6. Do not email your work to the instructor **unless specifically asked to do so by the instructor**. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; **email submissions will not be accepted unless approved by the instructor prior to submission**.
7. You are given a “window” of time to complete assignments. Please do not wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given extra time to complete an assignment if you waited until the last minute to complete the task – and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arrive.

1. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.
2. A letter grade of “I” or incomplete is given for work that has not been fully completed; however at least 75% of the work must be completed. An incomplete is granted only in exceptional cases. (An agreement/contract must be signed by the student and faculty member detailing what work needs to be completed and when it needs to be completed. If the grade is not changed within 12 months, it will automatically become an F.)
3. We will abide by the **NCCU Honor Code**. Please review that document at this link: [**http://www.nccu.edu/formsdocs/proxy.cfm?file\_id=956**](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956)**.**
4. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

**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 are 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. ***This should be done 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**

1. Any information shared within this course is to remain confidential.
2. 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.
3. Everyone will respect each other in the classroom/online environment. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
4. 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. For more information on NCCU’s policies on plagiarism and academic integrity please visit <http://web.nccu.edu/shepardlibrary/instruct/plagiarism/whatis/>

**Course Requirements**

All assignments and exams must be completed and submitted on BlackBoard on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after the assigned time is considered late. Late assignments will be marked down one letter grade ***for everyday***that it is late. Make-up quizzes and/or exams are usually not given unless there is an ***extreme situation***.

**ALL ASSIGNMENTS MUST BE TURNED IN ACCORDANCE WITH APA FORMAT AND GUIDELINES. NO EXCEPTIONS ARE GIVEN UNLESS SPECIFICALLY DESIGNATED BY THE INSTRUCTOR! ADHERENCE TO APA FORMAT ACCOUNTS FOR 10% OF YOUR GRADE!**

**Class Attendance and Participation**

Candidates are expected to participate in discussion posts and have an established presence on the discussion board weekly with scholarly and in-depth contributions to the weekly discourse. Your weekly posts should demonstrate that you not only have read and/or listened to the material, but that you understand the concepts and are able to apply and articulate those concepts. Papers and assignments are to be completed and submitted in a timely and professional manner.

***Please Note:*** *As a part of your attendance and participation evaluation, students are graded regarding the following criteria: 1) Demonstration of effective leadership skills; 2) Actively engage in class activities and participate as a group member; 4) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.*

**Quizzes (3 quizzes x 45pts. each = 135 total points)**

Quizzes will be given weeks 1, 2, and 4 and will cover material covered in the assigned readings, as well as videos and student and instructor discussions.

**Mid-term and Final Exams *(100 points each)***

The mid-term and final exams will cover information listed in the weekly assignments. The mid-term exam will cover information from Week 1 to and including information presented the week of the mid-term exam. The final exam will be a comprehensive exam covering information from Week 1 to and including information presented the final week of class.

**Assignment #1: Ethnographic Interview due no later than Monday, June 6, 2016 at 11:59PM EST.**

As a part of your development and competence in working with persons with addictions, it is critically important to learn what addiction is it like for diverse and under-represented populations (i.e. persons of color, persons with disabilities, persons of different faiths), who are distinct and different from yourself. It is important to understand how different people engage in substance misuse, abuse, and dependence and move into the difficult process of recovery. In this assignment, you will attempt to understand the experience of becoming addicted from an “insiders” point of view. Work diligently to try to capture the essence of issues regarding diversity, including, but not limited to: race, ethnicity, gender, religious affiliation, sexual orientation, physical and/or mental disabilities, geographic region, etc.

**Guidelines:**

***Interview an individual who is in substance use recovery who is from an ethnic group different from your own.*** Explore what the history and experience of addiction has been for that individual. Employ open-ended questions so that you obtain a solid wealth of rich information. Pay particular attention to how the individual describes their descent introduction and transition into the addiction stage of substance use. Assume the role of an active learner and your interviewee becomes the principle guide, teaching you about their unique experience. Use the following questions with your person:

1. What is your age, gender, and ethnicity?
2. Who was the first person you identified as a substance user?
3. How old were you when you first began using substances?
4. What influenced you to first begin using substances?
5. When did you first realize that you were having a problem?
6. How did your ethnicity, culture, philosophical, religious, and spiritual beliefs affect the experience, (i.e., increased sense of shame or guilt due to religious beliefs)?
7. What are the usual attitudes of your group towards the use and dependency of drugs and alcohol?
8. What were the factors that led you to begin the recovery process?
9. How have you maintained your recovery? Have you relapsed?
10. What kinds of support, if any, have you received from family and friends?
11. Were there particular people who helped to empower you in the recovery process? Who were they?
12. Were there people who attempted to disempower you? If so, who and what specific ways? What were the things that helped you in the treatment process?
13. What was the impact of your addiction and treatment on self, family, life, work, career, social relationships, etc.?
14. Do you have any fears that you may not maintain your recovery?

Summarize your interview in no less than 4 and no longer than 5 double spaced pages, ***removing all identifying names***. Include at least three direct quotes from the interviewee.

In addition, provide a three (3) page critique of your interview addressing each of the questions articulated below:

1. In general, how well do you think that you elicited information from your person about the experience of addiction?
2. Name two specific and concrete things that you might have done differently?
3. Looking back, what areas do you wish you had covered in your interview, but did not?
4. How “connected” did you feel to your person and why? What part of your interview was most difficult for you to “stay with” and why?
5. What was the most compelling thing that you learned about your person’s experience from an insider’s perspective?
6. What have you learned about yourself in this process?
7. What positive and/or negative emotional reactions were generated within yourself?

**Interviews should be approximately 60 minutes** and may be taped with the written permission of your person. Confidentiality must be upheld and discussed with your person before the interview occurs.

**● Written Communication:** Written communication is free of errors so that the overall message is clear.

● **APA Formatting:** The paper should be formatted according to the latest edition of the APA Manual. (*10% of your grade is determined based on your adherence to APA format*)

● **Structure of Paper:** Include a title page and references and appendices if applicable. *Utilize headings before the discussion of each one of the main points.* Similar topics may be included in the same heading with lower level headings utilized to identify specific sub-topics.

● **Length of Paper:** Adhere to the establish number of pages specified for the assignment. Papers that are shorter or longer than the specified number of pages for the assignment will earn a 10% reduction in grade per page outside of the specified number of pages (not counting the title page, abstract, table of contents, references, appendices, etc.).

**Assignment #2: Field Observations is due no later than Monday, June 13, 2016 at 11:59PM EST.**

Each student will be expected to attend one open meeting of a 12-Step self-help group for chemical dependence. Students are required to write a 4 to 5 page reaction paper related to the attended meeting. (*The page count does not include the abstract, title page, reference page, or appendices*) The Field Observation should address the following items:

1. The name and location of the specific group attended.
2. A brief history of the organization (i.e., AA, NA, etc., not the specific local meeting entity).
3. The setting of the local organization.
4. A description of the meeting’s agenda (i.e., what actually transpired).
5. Identify 3 key elements (i.e., events, behaviors, situations, highlights, etc.) you noted that occurred during the meeting.
6. Identify 3 specific things you learned about the role of 12-step programs and describe how those 3 things are associated with substance use recovery and/or treatment. (*Please provide references to support your analysis/associations*)
7. Based on your attendance in a 12-Step meeting, identify 3 things that impacted your understanding of substance use, substance use treatment, and/or personal and/or professional view of substance use counseling.
8. What positive and/or negative emotional reactions were generated within yourself?

**● Written Communication:** Written communication is free of errors so that the overall message is clear.

● **APA Formatting:** The paper should be formatted according to the latest edition of the APA Manual. (*10% of your grade is determined based on your adherence to APA format*)

● **Structure of Paper:** Include a title page and references and appendices if applicable. *Utilize headings before the discussion of each one of the main points.* Similar topics may be included in the same heading with lower level headings utilized to identify specific sub-topics.

● **Length of Paper:** Adhere to the establish number of pages specified for the assignment. Papers that are shorter or longer than the specified number of pages for the assignment will earn a 10% reduction in grade per page outside of the specified number of pages (not counting the title page, abstract, table of contents, references, appendices, etc.).

**Assignment #3: Family Therapist Interview is due no later than Monday, June 20, 2016 at 11:59PM EST.**

**Family Therapist Interview:** Interview a family therapist who works with individuals with chemical and/or behavioral addiction. This therapist must meet the following requirements: a) be a licensed mental health counselor, psychologist, psychiatrist, or licensed substance abuse professional; b) has worked as a therapist for at least 5 years; , and c) be willing to be interviewed (in-person) for at least one hour in person. The basic questions to be used are as follows: (*Please give the therapist a copy of these questions prior to the interview*):

1. Demographic Information: length of time in the field, professional focus/training, percentage of clients receiving marital/family work, and those focusing on substance abuse issues.
2. What is your theory of treatment with the substance abuse population?
3. What is your assessment process?
4. What are common techniques you use?
5. What are ethical issues/dilemmas you confront in your practice?
6. How do you maintain records in family work? (e.g. notes on all or just primary client)
7. Do you treat individuals, couples, or families differently around substance abuse issues and if so, how are they different?
8. How do you view the culture of the client having an impact on substance abuse issues?
9. Name of interviewer, date and time of the interview

Summarize your interview in no less than 4 and no longer than 5 double spaced pages. Include at least three direct quotes from the interviewee.

In addition, provide a 2 to 3 page critique of your interview addressing each of the following questions:

1. In general, how well do you think that you elicited information from your person about the experience of addiction?
2. Name two specific and concrete things that you might have done differently?
3. Looking back, what areas do you wish you had covered in your interview, but did not?
4. What was the most compelling thing that you learned about your person’s experience from a counselor-in-training’s perspective?
5. Identify 3 things you learned about yourself in this process?
6. What positive and/or negative emotional reactions were generated within yourself?

**● Written Communication:** Written communication is free of errors so that the overall message is clear.

● **APA Formatting:** The paper should be formatted according to the latest edition of the APA Manual. (*10% of your grade is determined based on your adherence to APA format*)

● **Structure of Paper:** Include a title page and references and appendices if applicable. *Utilize headings before the discussion of each one of the main points.* Similar topics may be included in the same heading with lower level headings utilized to identify specific sub-topics.

● **Length of Paper:** Adhere to the establish number of pages specified for the assignment. Papers that are shorter or longer than the specified number of pages for the assignment will earn a 10% reduction in grade per page outside of the specified number of pages (not counting the title page, abstract, table of contents, references, appendices, etc.).

**Assignment #4: Genogram is due no later than Monday, June 27, 2016 at 11:59PM EST.**

**Genogram**: Draw a genogram of your family with the primary focus on substance abuse history and related issues in therapy. The genogram should go back three generations. Write a 3-5 page paper describing: (a) family patterns concerning substance abuse and related issues, (b) generational values and beliefs that you received, (c) any messages verbal and non-verbal, (d) generational role and rules, (e) your family culture and (f) roles you and your sibling took, and (f) the influence these issues may play by either enhancing and inhibiting your work with families struggling with substance abuse.

**● Written Communication:** Written communication is free of errors so that the overall message is clear.

● **APA Formatting:** The paper should be formatted according to the latest edition of the APA Manual. (*10% of your grade is determined based on your adherence to APA format*)

● **Structure of Paper:** Include a title page and references and appendices if applicable. *Utilize headings before the discussion of each one of the main points.* Similar topics may be included in the same heading with lower level headings utilized to identify specific sub-topics.

● **Length of Paper:** Adhere to the establish number of pages specified for the assignment. Papers that are shorter or longer than the specified number of pages for the assignment will earn a 10% reduction in grade per page outside of the specified number of pages (not counting the title page, abstract, table of contents, references, appendices, etc.).

***Grading Rubric for Papers***

When you are writing papers for this course please keep the following grading rubric in mind.

The questions I will have in mind when I am reading your papers:

*(a) Responsiveness - Did the student respond adequately to the paper or writing assignment? Does the student respond to the assigned or selected topic; demonstrates insight a meaningful way? Is the student’s paper substantive and evidence-based; demonstrates that the student has read, viewed, and considered the learning resources in the course?*

*(b) Content Knowledge - Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?*

*(c) Quality of Writing - Does the student demonstrate graduate-level writing in papers and written assignments? Did the student adhere to APA format (10% of graded value)?*

**\*Discussion Board (5 x 20pts. each = 100 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 Friday. 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?

**Course Grading Policy**

All assignments, quizzes, and exams must be completed and submitted on BlackBoard (Bb) on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than time posted in the weekly module. Any assignment turned in after the assigned time is considered late. Late assignments will be marked down one letter grade for ***every*** dayit is late. ***Additionally, if an assignment is accepted late 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***. Make-up quizzes and/or exams are not given unless there is an *extreme situation which includes a letter from a mental health, substance use, or medical professional*.

**Final grades will be based on the following points:**

|  |  |
| --- | --- |
| Assignment | Points |
| Quizzes (3 x 45 points each) | 135 points |
| Mid-term Exam | 100 points |
| Final Exam | 100 points |
| Ethnographic Interview | 40 points |
| Field Observations and Application Assignments | 45 points |
| Genogram | 40 points |
| Family Therapist Interview | 40 points |
| Discussion Board (5 x 20 points each) | 100 points |
| Total | 600 Points |

**GRADING SCALE:**

A 541-600 Exceptional

B 481-540 Above Average

C 421-480 Average

F Below 421 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.

***A brief note about grades:*** it is important to realize that ***you*** are **not** your **grade**, nor does the grade you earn reflect the totality of the talents you bring to the mental health profession. Students come to their professional mental health education with different skill sets and levels of academic preparedness. Some students are juggling a variety of roles and responsibilities as they go through their mental health education. All of these life circumstances understandably may have an impact on the grade that you earn. Additionally, in spite of the trends of grad inflation, it is important to remember that a grade of **A** truly represents outstanding work and a grade of **B** reflects solid achievement of the course requirements. Therefore, if you earn a grade of B or better, and are satisfied with the energy and effort you have put into the class, you should feel very good about your performance. A grade of **C** indicates you either have a minimal grasp of the material, are poorly organized and serious deficiencies are present. A grade of **F** indicates serious issues around your performance as a graduate student.

**Course Schedule**

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| --- | --- | --- | --- |
| **Week Number** | **Topics** | **Course Objective** | **Assignments** |
| 1 | 1. Welcome and Introduction 2. Helping Clients and Families Understand Addictions 3. Definitions and Prevalence of Addiction 4. Integrated Models for Treating Family Members 5. Substance Abuse and Family Therapy 6. Impact of Substance Abuse on Families 7. Approaches to Therapy | 1,5,7&10 | **Readings**   1. Juhnke & Hagedorn pgs. 1-140 2. SAMHSA TIP #39: pgs. 1-108   <http://www.ncbi.nlm.nih.gov/books/NBK64265/pdf/TOC.pdf>  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Friday 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, May 30, 2016 at 11:59PM EST.** |
| 2 | 1. Family Addictions Assessment 2. Sequential Family Addictions Counseling Models | 1,9,10&11 | **Readings**   1. Juhnke & Hagedorn pgs. 141-300 2. Drayton pgs. 1-14 <http://www.nacoa.org/pdfs/The%20Set%20Up%20for%20Social%20Work%20Curriculum.pdf>   **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Friday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Assignment #1: Ethnographic Interview and Quiz 2 are due no later than Monday, June 6, 2016 at 11:59PM EST.** |
| 3 | 1. Special Topics in Counseling Addicted Families 2. Substance Use: Specific Populations 3. Helping Families Understand Fetal Alcohol Syndrome | 5,7&10 | **Readings**   1. Juhnke & Hagedorn pgs. 301-350 2. SAMHSA TIP #39: pgs. 109- 146   <http://www.ncbi.nlm.nih.gov/books/NBK64265/pdf/TOC.pdf>   1. Fetal alcohol syndrome: Guidelines for referral and diagnosis: pgs. 1-48   <http://www.cdc.gov/ncbddd/fasd/documents/fas_guidelines_accessible.pdf>  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Friday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Assignment #2: Field Observations and Mid-term Exam are due no later than Monday, June 13, 2016 at 11:59PM EST.** |
| 4 | 1. Crisis Recognition, Planning, and Intervention 2. Classification System for Co-Occurring Disorders 3. Assessing Co-Occurring Disorders | 2,3,4,6,8&10 | **Readings**   1. Crisis Training Manual: pgs. 1-105   <http://tn.gov/assets/entities/behavioral-health/mh/attachments/Crisis_Training_Manual.pdf>   1. SAMHSA TIP 42 pgs. 1-100   <http://store.samhsa.gov/shin/content//SMA13-3992/SMA13-3992.pdf>  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Friday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Assignment #3: Family Therapist Interview and Quiz 3 are due no later than Monday, June 20, 2016 at 11:59PM EST.** |
| 5 | 1. Strategies for Working with Clients with Co-Occurring Disorders 2. Substance Use: Program and Policy Issues | 5,6,7,9&11 | **Readings**   1. SAMHSA TIP 42 pgs. 101-182   <http://store.samhsa.gov/shin/content//SMA13-3992/SMA13-3992.pdf>   1. SAMHSA TIP #39: pgs. 147- 164   <http://www.ncbi.nlm.nih.gov/books/NBK64265/pdf/TOC.pdf>  **Videos**  See videos in Weekly Assignments  **Assessments**  **Discussion Board**: Initial posting due no later than Friday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.  **Assignment #4: Genogram and Final Exam are due no later than Monday, June 27, 2016 at 11:59PM EST.** |

This is a new course and it is still undergoing development. As such there may be changes in the schedule. If you note a discrepancy in the course syllabus please notify me at [Rhorne6@nccu.edu](mailto:Rhorne6@nccu.edu).

Thanks and I look forward to growing with you in the course.

Dr. Horne