



**North Carolina Central University**

*"Communicating to Succeed."*

**School of Education**

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

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

**Counselor Education Program (CEP) Mission**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". 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. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

*Syllabus*

**CON 5306 – OL1**

**Introduction to Substance Abuse Counseling (ONLINE)**

**Fall 2020**

3 Credit Hours

**Instructor:** Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS  
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**WebEx:** <https://nccu.webex.com/meet/latasha.becton>  
**Office Hours:** Monday (Virtual by appointment)  
Tuesday 8:00AM-2:00PM (Virtual by appointment)  
Wednesday 8:00AM – NOON (Virtual by appointment); Dinner Hour 6:30PM-7:30PM

During office hours, I am available via phone or WebEx. On some days, I am available to meet on campus. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

**Email Correspondence is the best way to reach me:** When contacting me via email, please include "CON 5306" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48 business hours.

**REQUIRED TEXTBOOKS & MATERIALS:**

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

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). Washington, DC: Author.

Capuzzi, D. & Stauffer, M. D. (2019). *Foundations of Addictions Counseling*. 4th ed. Boston: Pearson.

Inaba, D. & Cohen, W. (2019). *Uppers, Downers, and All Arounders*. 8th ed. Medford, OR: Steinbrenner.

Video/DVD - Pleasure Unwoven: A personal journey about addiction By Dr. Kevin McCauley (This can be purchased at the following link <http://www.instituteforaddictionstudy.com/products.html#>) for \$29.95 or rented via a link on Vimeo: <https://vimeo.com/ondemand/pleasureunwoven> for \$9.95)

**Other Suggested Text & Readings:**

Medical University of South Carolina's Online Trauma-Focused Cognitive Behavioral Therapy Training <https://tfcbt2.musc.edu/> (The cost is \$35)

Glenn, C. & Gray, L. (2012). *Hodges' Harbrace Handbook*. (18th ed.) Wadsworth Publishing

\*This is a grammar handbook.

**COURSE CATALOG DESCRIPTION:**

This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

**COURSE GOALS:**

The primary goals for the course are to deepen students understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment services.

**COURSE PREREQUISITES:**

The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

**COURSE FORMAT and WEBSITE:**

This course is delivered online. Students must have access to a computer with high speed internet access and the ability to stream audio and video. There are two required synchronous meetings for this class. Otherwise, the course content is offered asynchronously online. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, supplemental videos, and other relevant content as it is available. There may be some optional synchronous meetings throughout the semester.

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (<http://nccu.blackboard.com>). Every student has a username and password issued by the University. You are required to log on to the Blackboard system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb or the IT department at 919-530-7676.

### **TASK STREAM STATEMENT:**

Task Stream is a way School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek.

### **COUNSELOR EDUCATION PROGRAM OBJECTIVES**

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Please review the NCCU Counseling Website: [www.nccucounseling.com](http://www.nccucounseling.com). You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

**CACREP STANDARDS ADDRESSED IN THIS COURSE**

This course addresses each of the 2016 CACREP standards for Clinical Mental Health Counseling by giving an overview of the history and etiology of substance use and addiction, assessment, diagnosis and intervention for substance use and other addictive disorders, and the roles and functions of counselors who provides services related to substance use and other addictive behaviors. This course also addresses CACREP Core 2.F.1.i, 2.F.7.e, and School Counseling standards 5.G.2.g, i. Readings, video lectures, supplemental videos, e-classroom discussions, and various course assignments are used to deliver content related to each standard.

| <b>CACREP STANDARDS addressed in CON 5306</b>  | <b>CONTENT</b>            | <b>METHOD FOR EVALUATION</b>   |
|--|---------------------------|--|
| history and development of clinical mental health counseling (CACREP Section 5. CMHC 1.a)  | Module 1                  | Quizzes, Discussion Posts, Exams   |
| theories and models related to clinical mental health counseling (CACREP Section 5. CMHC 1.b)  | Module 1                  | Informational Interview Report, Quizzes, Discussion Posts, Exams                           |
| principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP Section 5. CMHC 1.c)  | Module 1, 8, 16           | Informational Interview, Substance Use Assessment, Quizzes, Discussion Posts, Exams        |
| understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP Section 5. CMHC 1.d.)   | Module 2                  | Quizzes, Discussion Posts, Exams   |
| psychological tests and assessments specific to clinical mental health counseling (CACREP Section 5. CMHC 1.e)   | Module 8                  | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| roles and settings of clinical mental health counselors (CACREP Section 5. CMHC 2.a)   | All Modules               | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP Section 5. CMHC 2.b)   | All Modules               | Informational Interview, Quizzes, Discussion Posts, Exams                                  |
| Students will describe mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP Section 5. CMHC 2.c.)                              | Modules 1, 8-16           | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP Section 5. CMHC 2.d) | Module 1, 3-8, 11, 16     | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP Section 5. CMHC 2.e.)  | Module 11<br>Modules 3-8  | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| impact of crisis and trauma on individuals with mental health diagnoses (CACREP Section 5. CMHC 2.f.)  | Module 8,<br>Module 10-16 | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| impact of biological and neurological mechanisms on mental health (CACREP Section 5. CMHC 2.g.)  | Modules 1-8               | Substance Use Assessment, Quizzes, Discussion Posts, Exams                                 |
| classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP Section 5. CMHC 2.h.)   | Modules 1-8               | Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |

|   |                          |   |
|---|--------------------------|---|
| legislation and government policy relevant to clinical mental health counseling (CACREP Section 5. CMHC 2.i.)   | Module 1, 17             | Quizzes, Discussion Posts, Exams  |
| cultural factors relevant to clinical mental health counseling (CACREP Section 5. CMHC 2j)  | Module 14                | Cultures & Substance Use Presentation, Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP Section 5. CMHC 2.k)   | Module 17                | Informational Interview Report, Quizzes, Discussion Posts, Exams  |
| legal and ethical considerations specific to clinical mental health counseling (CACREP Section 5. CMHC 2.l)   | Module 17                | Informational Interview Report, Quizzes, Discussion Posts, Exams  |
| record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP Section 5. CMHC 2.m.)  | Module 17                | Informational Interview Report, Substance Use Assessment, Quizzes, Exams  |
| intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP Section 5. CMHC 3.a.) | Module 7, 8, 10, 16      | Cultures & Substance Use Presentation, Informational Interview Report, Substance Use Assessment, Quizzes, Discussion Posts, Exams |
| techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Section 5. CMHC 3.b.)  | Module 8, 10, 13, 15, 16 | Informational Interview Report, Mutual Support Group Attendance & Reflection, Classroom Discussion, Quizzes, Exams                |
| strategies for interfacing with the legal system regarding court-referred clients (CACREP Section 5. CMHC 3.c.)   | Modules 8, 10, 16,17     | Informational Interview Report, Quizzes, Exams  |
| strategies for interfacing with integrated behavioral health care professionals (CACREP Section 5. CMHC 3.d.)   | Modules 8, 10, 16,17     | Informational Interview, Quizzes, Exams   |
| strategies to advocate for persons with mental health issues (CACREP Section 5. CMHC 3.e.)  | Modules 8, 10, 14-17     | Informational Interview Report, Quizzes, Discussion Posts, Exams  |
| characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP Section 5. School 2.g)  | Module 12                | Quizzes, Discussion Posts, Exams  |
| signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP Section 5. School 2.g)                     | Module 12                | Quizzes, Discussion Posts, Exams  |
| ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section 2. F.1.i)        | Module 17                | Informational Interview Report, Substance Use Assessment, Quizzes, Exams  |
| use of assessments for diagnostic and intervention planning purposes (CACREP Section 2. F.7.e)  | Module 1, 8, 14-16       | Informational Interview Report, Substance Use Assessment, Quizzes, Exams  |

## STUDENT LEARNING OUTCOMES

As result of completing this course, students will

1. Demonstrate knowledge of the history of psychoactive drug use and development of substance use disorders
  - [CACREP 5.D.2.e, l; 5.G.2.g]
2. Compare and contrast models of addiction
  - [CACREP 5.D.1.a, b, d]
3. Explain the neurobiological impact, physiology and pharmacology of drugs of abuse and intoxication/withdrawal syndromes for drugs of abuse and interaction with psychoactive medications
  - [CACREP 5.D.2.g., h]
  - [NC GS. 90-113.41A.(a)(2)a]
4. Describe the roles and functions of counselors who provide prevention, intervention, treatment, and recovery support for people with substance use disorders
  - [CACREP 2.F.1.i, 5.D.2.a, b, c, k, l, m; 5.D.3.c, d, e]
  - [NC GS. 90-113.41A.(a)(2) b, c, d, e, f, g]
5. Learn and apply the principles of biopsychosocial assessment in the context of ASAM criteria
  - [CACREP 2.F.7.e, 5.D.1.c, e; 5.D.2.f, g, 5.D.3.a]
  - [NC GS. 90-113.41A.(a)(2)b, d, h]
6. Develop a basic understanding of the ASAM criteria and how they are used to determine treatment modalities and levels of care
  - [2.F.7.e; 5.D.2.c, f; 5.D.3.a]
7. Differentiate symptoms of substance use and mental health disorders
  - [5.D.1.d; 5.D.2.d]
  - [NC GS. 90-113.41A.(a)(2)i]
8. Describe how co-occurring disorders interact and impact the recovery process
  - [5.D.1.d, 5.D.2.d, e, f, g; NC GS. 90-113.41A.(a)(2)i]
9. Synthesize relevant literature to demonstrate understanding of special populations and cultural considerations in counseling for substance use disorders across the lifespan
  - [5.D.2.d; 5.D.2.j; 5.G.2.g, i.]
  - [NC GS. 90-113.41A.(a)(2)j]
10. Describe the potential impact of mutual support groups for substance use and mental health recovery support
  - [NC GS. 90-113.41A.(a)(2)k]
11. Develop a basic understanding of professional issues for counselors who treatment substance use disorders including specialty certification and licensure requirements, and ethics
  - [CACREP 5.D.2.k, l, m]
12. Describe the principles of Motivational Interviewing and other theoretical models useful in the treatment of substance use disorders
  - [CACREP 5.D.3.b]

## COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. 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. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. 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. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919-530-7676).
7. Please use the designated link in Blackboard system to submit your work. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Blackboard.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. **Adverse Weather:** The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Blackboard website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Blackboard site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

## ATTENDANCE POLICY FOR THIS COURSE

**This course has two required meetings, on Tuesday, August 25, 2020 and on Tuesday, October 6, 2020.** Failure to attend a scheduled meeting will result in a deduction of 50 points from your final grade per meeting. Outside of those required meetings, there is no traditional measure of attendance in our online course. It is, however, expected that you will attend class on a weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss two (2) discussion posts, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Blackboard course. **The last day to withdraw with a WC Grade is 10/16/2020.**

## GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module or Set of Modules to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel for our Blackboard site. Each Module is marked with a title and due date. You are expected to complete all tasks within each Module. Please open the “LEARN” folder for lectures, supplemental videos, handouts, additional readings, and other course content. Please open the ASSESS folder for deliverables such as quizzes, discussions, assignments, etc. All tasks need to be completed by 11:59pm on the day it is due.

Additional information about each assignment will be posted on the course Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

### **Introduce Yourself (10 points)**

For this assignment, you will a) change your profile picture on Blackboard, b) make an introduction to your instructor and your peers as requested in the designated discussion board answering all the posted questions, and c) respond to at least two peers’ posts.

- **This assignment is due by the 2nd day of classes (August 25, 2020)**

### **Syllabus Quiz (20) points)**

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you achieve a perfect score.

- **This assignment is due by the 2nd day of classes (August 25, 2020)**

### **Module Quizzes (20 points each; 300 points total)**

There is a quiz for each Module in this course. You will note that there are 17 modules and associated quizzes; however, there are only  $15 \times 20 = 300$  points allotted. This means that the two lowest grades in this category will be dropped. Each quiz has up to 60 questions and is designed to assess your reading comprehension and help you prepare for standardized exams. It is likely you will see the quiz questions again.

Each quiz is timed and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Quizzes will be taken online and are open book. Quizzes are automatically scored. Correct answers will not be revealed; however, you will receive prompts of where to look to find the information. You may take each quiz up to two times. The scores will be averaged to determine your final score for the quiz. It is in your best interest to read the text prior to answer the quiz.

- Module Quizzes are **due each week on Monday night.**

### **Module Discussions (10 points each; 150 points total)**

You will note that there are 17 modules and associated discussions; however, there are only  $15 \times 10 = 150$  points allotted. This means that the two lowest grades in this category will be dropped. Students may choose from two options for discussion modules.

Option 1: Attend and actively participate in a live discussion with classmates and the instructor

- Live discussions will be hosted at various times each week and will be scheduled by the instructor.

Option 2: Participate in the discussion via blackboard.

- You are *encouraged to post your initial response by **Wednesday night of the previous week*** so that your peers will have an opportunity to respond/engage with you by the Monday night due date.
- Initial posts must include the word count and at least 2 citations of peer-reviewed journal articles.
- You must respond to at least two peers by the due date each week.
- Written Module Discussions with responses to peers are **due each week on Monday night.**



### **Exams (100 points each; 200 points total)**

There are two exams in this course, a midterm exam and a final exam. Each exam is timed and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Please plan ahead a 90-minute-long block of time to complete the exam. Once you begin, you must complete the exam in one sitting. You are encouraged to take exams on campus or at a place where you have a stable, wired, internet connection.

- The **Midterm Exam is due October 12, 2020.**
- The **Final Exam is due November 16, 2020.**
- There are no exceptions to these due dates. No accommodations will be made for students who miss the exam.

### **Substance Use Assessment (50 points)**

For this assignment you will practice facilitating a clinical interview or administering an assessment of substance use. For this assignment you may *choose* to

Option 1: participate in a synchronous group meeting with the instructor and other classmates to practice assessment, or

Option 2: make a recording of yourself administering an assessment related to substance use to a fictional character who is portrayed by one of your classmates. As part of the recording, you will also review the results of the written/oral assessment and ask your peer some follow up questions to complete your assessment and make a diagnosis.

- This assignment is **due by October 26, 2020.** Students are encouraged to participate in a synchronous event to practice assessment. Alternatively, the assessment may be recorded with a partner and submitted via Blackboard.

### **Cultures and Substance Use Disorders Presentation (70 points)**

This is a group assignment. Groups have been randomly preassigned. Please check Blackboard to see which group you are assigned to for this assignment. Topics are also pre-assigned and correspond to a chapter in the Capuzzi/Stauffer textbook. For this assignment your group will a) read the designated chapter in the Capuzzi/Stauffer text, b) read at least one scholarly article per group member, c) prepare and record a video presentation for the class about the topic, d) upload the video to a file sharing site, e) share the link with the instructor/class, f) post an annotated bibliography for the topic and question for reflection on the discussion board for Module 14. Students are encouraged to use “Saturday course time” to prepare this assignment. *All group members will receive the same score.*

- Video links, annotated bibliographies, and discussion questions are **due by October 26, 2020.**

### **Mimicking/Co-Occurring Disorders Video or Paper (40 points)**

For this assignment, you will select a substance or class of substances and identify at least two mental health disorders that have similar symptoms. You will a) describe the substance intoxication/withdrawal syndrome, b) describe the symptoms of each mental health disorder, c) describe the similarities among the conditions, and d) explain how you differentiate between the substance related problem and the mental health condition. Papers should be 2-3 pages long. There will be deductions for papers that are too short or too long. Videos should be 5-8 minutes long. There will be deductions for videos that are too short or too long. *You may choose to work with a partner on this assignment. Each partner will receive the same score.* For fall 2020, this assignment is due as part of your final exam.

- This assignment is **due by November 16, 2020.**

### **Informational Interview (60 points)**

For this assignment, you will either attend or facilitate an interview with a licensed alcohol and other drug counselor. In North Carolina, this would be a Licensed Clinical Addictions Specialist, however, in other states, credentials have different designations. It is preferred that you record the interview with the person's permission; however, it is not required. The goals of this assignment are for you to a) develop a relationship with staff at a local treatment facility, b) develop understanding of how care is implemented, and c) understand the roles and functions of an addictions specialist.

There are a few ways to complete this assignment:

Option 1: you may attend a live, synchronous interview facilitated by your instructor,

Option 2: review a recorded interview, or

Option 3: go in person to a mental health/substance use treatment facility in your local area.

The expectations for this assignment vary based on your choice of how to complete it above. Please review the instructions on Blackboard for details. Please review the assignment information and rubric in Blackboard for more details.

- This assignment is **due within one week after the date of the interview for options 1 and 2.**
- **Option 3 is due by November 16, 2020.**

### **Mutual Support Group Attendance and Reflection (5 parts, 100 points total)**

This assignment has multiple parts. You will attend four open meetings of mutual support groups and write a reflective journal entry about each experience (15 points each), and prepare a summary paper about the entire experience (40 points) and how you can use what you learned in your future work. For details on what to include in the reflections, please review the rubrics and assignment descriptions in blackboard. *Do not submit a "narrative" of the meeting. Written assignments should be reflective of your personal and academic learning.*

You will attend recovery meetings either in your area or electronically for AA, NA, and Al-Anon. For the fourth meeting, you may attend any open meeting you wish. This means you can return to a meeting you already attended, you can choose a different fellowship (perhaps for a process addiction), or you may choose a different type of recovery meeting as has been discussed as part of course content. Due to universal stay at home orders, students may attend meetings via synchronous web-based or telephonic platforms to complete this assignment. Please share with the course instructor which meeting you are planning to attend. BEFORE you attend any meetings, please review all materials provided by the instructor about the topic.

- **Journal #1 Due September 14, 2020**
- **Journal #2 Due September 28, 2020**
- **Journal #3 Due October 12, 2020**
- **Journal #4 Due October 26, 2020**
- **Final Paper Due November 9, 2020**

### TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Blackboard of any changes. Use this schedule as a guide for your preparation.

Readings are marked C/S for Capuzzi/Stauffer or UDA for Uppers, Downers, All-Arounders. Please use the library to access an E-Copy of the DSM-5. Additional readings are available on Blackboard. Approximate pages are not exact and are included so you may plan your time.

Please refer to Blackboard for required video lectures, supplemental videos, and other materials for each week. The schedule here is for your reference only. You are required to complete all tasks listed in Blackboard.

| DUE                          | TOPIC/Module                        | Readings  | Assignment Due  |
|------------------------------|-------------------------------------|---|---|
| <b>Tuesday<br/>8/25/2020</b> | 0 - Intro to Course                 | Syllabus<br><br><u>Skim:</u> C/S Chapter 4 – Professional Issues in Addictions Counseling (~25pp)   | Syllabus Quiz<br>Opening Introduction                         |
| <b>Monday<br/>8/31/2020</b>  | 1 - History and Models of Addiction | C/S Chapter 1 – History and Etiological Models of Addiction (~20pp)<br><br><u>Skim:</u> UDA Chapter 1 – Psychoactive Drugs: Classification and History  | Module Quiz<br>Module Discussion                              |
|                              | 2 - Neurochemistry                  | UDA Chapter 2: The Neurochemistry and the Physiology of Addiction (~40pp)<br><br>C/S Chapter 2 – Substance Addictions (~25pp)<br>C/S Chapter 3 – Process Addictions (~20pp)<br><br>Pleasure Unwoven Video         | Module Quiz<br>Module Discussion                              |
| <b>Monday<br/>9/7/2020</b>   | 3 - Downers - Alcohol               | UDA Chapter 5: Downers – Alcohol (~50pp)<br><br>C/S Chapter 11 – Addiction Pharmacotherapy (~20pp)<br><br>DSM 5 – Alcohol<br>DSM 5 – Substance Induced Mood D/O<br>DSM 5 – Depression                             | Module Quiz<br>Module Discussion                              |
| <b>Monday<br/>9/14/2020</b>  | 4 - Downers - CNS Depressants       | UDA Chapter 4: Downers – Opiates/Opioids & Sedative-Hypnotics (~40pp)<br><br>C/S Chapter 11 – Addiction Pharmacotherapy (~20pp)<br><br>DSM 5 – Sedative-Hypnotic<br>DSM 5 – Opioid<br>DSM 5 – Schizoaffective D/O | Module Quiz<br>Module Discussion<br><br>Meeting #1 Reflection |

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| <b>Monday<br/>9/21/2020</b>  | 5 - Uppers                              | UDA Chapter 3: Uppers (~70pp)<br><br>DSM 5 – Stimulants<br>DSM 5 – Mania<br>DSM 5 – Anxiety<br>DSM 5 – ADHD  | Module Quiz<br>Module Discussion  |
| <b>Monday<br/>9/28/2020</b>  | 6 - All Rounders                        | UDA Chapter 6: All Rounders (~50pp)<br><br>DSM 5 – Psychosis<br>DSM 5 – Bipolar Disorder<br>DSM 5 – Hallucinogen Intoxication<br>DSM 5 – Other Drug  | Module Quiz<br>Module Discussion<br><br>Meeting #2 Reflection                         |
| <b>Monday<br/>10/5/2020</b>  | 7 - Other Drugs/<br>Other Addictions    | UDA Chapter 7: Other Drugs, Other Addictions (~65 pp)<br><br>C/S Chapter 17 – Cross-Cultural Counseling: Engaging<br>Ethnic Diversity (~20pp)  | Module Quiz<br>Module Discussion  |
|                              | 8 - Assessment                          | C/S Chapter 5 – Introduction to Assessment (~25pp)<br><br>C/S Chapter 6 –Assessment and Diagnosis of Substance-<br>Related and Addictive Disorders (~20pp)<br><br>Myers/Salt Chapter 8 (~20pp) | Module Quiz<br>Module Discussion  |
| <b>Monday<br/>10/12/2020</b> | <b>MIDTERM EXAM</b>                     | <b>MIDTERM EXAM - due October 12 (Timed test - 75 minutes)</b>   |   |
| <b>Monday<br/>10/12/2020</b> | 9 - Motivational<br>Interviewing        | C/S Chapter 7 – Motivational Interviewing (~20pp)<br><br>Optional: Read Myers/Salt Chapter 3, 4 (Scan)   | Module Quiz<br>Module Discussion  |
|                              | 10 -<br>Psychotherapeutic<br>Approaches | UDA Chapter 9 – Treatment (~70pp)<br><br>C/S Chapter 8 – Psychotherapeutic Approaches (~30 pp)<br><br>C/S Chapter 20 – Inpatient/Outpatient Addiction<br>Treatment (~25pp)                     | Module Quiz<br>Module Discussion<br><br>Mutual Support Group<br>Meeting #3 Reflection |
| <b>Monday<br/>10/19/2020</b> | 11 - Co-occurring<br>Disorders          | UDA Chapter 10 – Mental Health and Drugs (~35pp)<br><br>C/S Chapter 9 – Treatment of Comorbid Disorders (~25pp)  | Module Quiz<br>Module Discussion  |

|                                     |   |  |  |
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| <p><b>Monday<br/>10/26/2020</b></p> | <p>12 - Substance Use Across the Lifespan</p> | <p>UDA Chapter 8: Drug Use and Prevention – From Cradle to Grave (~65pp)</p> <p>C/S Chapter 16 – Substance Addiction Prevention Programs Across the Lifespan (~25pp)</p> <p>CHOOSE ONE</p> <ul style="list-style-type: none"> <li>• C/S Chapter 14 – Substance Addiction and Families (~25pp)</li> <li>• C/S Chapter 15 – Persons with Disabilities and Substance-Related and Addictive Disorders (~20pp)</li> </ul> | <p>Module Quiz<br/>Module Discussion</p> <p>Mutual Support Group Meeting #4 Reflection</p> <p>Cultures Presentation</p> <p>Substance Use Assessment Video or Recording</p> |
| <p><b>Monday<br/>11/2/2020</b></p>  | <p>13- Group Treatment</p>                    | <p>C/S Chapters 10 – Group Counseling for Treatment of Addiction (~25pp)</p> <p>Review C/S Chapter 12 – 12-Step Facilitation of Treatment (~25 pp)</p>   | <p>Module Quiz<br/>Module Discussion</p>   |
| <p><b>Monday<br/>11/9/2020</b></p>  | <p>14 - Cultural Considerations</p>           | <p>Read ONE: Group WORK</p> <ul style="list-style-type: none"> <li>• C/S Chapter 17 – Cross-Cultural Counseling: Engaging Ethnic Diversity (~20pp)</li> <li>• C/S Chapter 18 – Gender, Sex, and Addictions (~25pp)</li> <li>• C/S Chapter 19 – Lesbian, Gay, Bisexual, Transgender, and Queer Affirmative Addictions Treatment (~25pp)</li> </ul>  | <p>Module Quiz<br/>Module Discussion</p> <p>Mutual Support Group Final Reflection Summary</p>  |
| <p><b>Monday<br/>11/16/2020</b></p> | <p>15 - Relapse Prevention</p>                | <p>C/S Chapter 12 – 12-step Facilitation of Treatment (~25pp)</p> <p>C/S Chapter 13- Maintenance and Relapse Prevention (~20pp)</p> <p>Larimer, Palmer, and Marlatt (1999). An Overview of Marlatt’s Cognitive-Behavioral Model. <i>Alcohol Research and Health</i> 23 (3) pp 151-160.</p>   | <p>Module Quiz<br/>Module Discussion</p>   |
|                                     | <p>16 - Treatment Types</p>                   | <p>Review UDA Chapter 9 – Treatment Types (~70 pp)</p> <p>Review C/S Chapter 20 – Inpatient/Outpatient Treatment (~20pp)</p>   | <p>Module Quiz<br/>Module Discussion</p>   |
| <p><b>Monday<br/>11/16/2020</b></p> | <p>17 - Professional Issues</p>               | <p>C/S Chapter 4 – Professional Issues (~25 pp)</p>  | <p>Module Quiz<br/>Module Discussion</p> <p>Informational Interview</p> <p>Co-Occurring/ Mimicking Video/Paper</p> <p><b>Final Exam</b></p>                                |
| <p><b>Monday<br/>11/16/2020</b></p> | <p><b>FINAL EXAM</b></p>                      | <p><b>FINAL EXAM – Due (Timed test – 90 minutes)</b></p>   |  |

**COURSE DELIVERABLES & EVALUATION**

| <b>Assignment/Activity</b>                              | <b>Points Available</b> | <b>Due Date</b>                      |
|---|-------------------------|--------------------------------------|
| <b>Discussion Posts</b>                                 |                         |                                      |
| Opening Introduction                                    | 10                      | 8/25/2020                            |
| Module Discussion (15 X 10 points each)                 | 150                     | Weekly on Mondays                    |
| <b>Quizzes</b>  |                         |                                      |
| Syllabus Quiz   | 20                      | 8/25/2020                            |
| Module Quizzes (15 X 20 points each)                    | 300                     | Weekly on Mondays                    |
| <b>Exams</b>  |                         |                                      |
| Midterm Exam  | 100                     | 10/12/2020                           |
| Final Exam  | 100                     | 11/16/2020                           |
| <b>Mutual Support Group Attendance &amp; Reflection</b> |                         |                                      |
| Meeting #1  | 15                      | 9/14/2020                            |
| Meeting #2  | 15                      | 9/28/2020                            |
| Meeting #3  | 15                      | 10/12/2020                           |
| Meeting #4  | 15                      | 10/26/2020                           |
| Final Reflection  | 40                      | 11/9/2020                            |
| <b>Other Assignments</b>                                |                         |                                      |
| Substance Use Assessment                                | 50                      | 10/26/2020                           |
| Cultures & Substance Use Disorders Presentation         | 70                      | 10/26/2020                           |
| Mimicking/Co-Occurring Disorders                        | 40                      | 11/16/2020                           |
| Informational Interview                                 | 60                      | within one week<br>and by 11/16/2020 |
| <b>Total Available Points</b>                           | <b>1000</b>             |                                      |

| <b>Final Grading Scale</b> |                    |
|----------------------------|--------------------|
| <b>Letter Grade</b>        | <b>Point Total</b> |
| A                          | 900-1000           |
| B                          | 800-899.99         |
| C                          | 700-799.99         |
| D                          | 0-699.99           |

\*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Blackboard as directed. Assignments submitted other than as directed will receive no score.

## **NCCU POLICIES AND RESOURCES**

### **NCCU ATTENDANCE POLICY**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

### **STATEMENT OF INCLUSION/NON-DISCRIMINATION**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

### **STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@ncsu.edu](mailto:sas@ncsu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.ncsu.edu/sas](http://www.ncsu.edu/sas) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

### **CONFIDENTIALITY and MANDATORY REPORTING**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.ncsu.edu/policies](http://www.ncsu.edu/policies). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@ncsu.edu](mailto:TitleIX@ncsu.edu), or submitting the online form through the [Title IX Reporting Form](#), located at [www.ncsu.edu/titleix](http://www.ncsu.edu/titleix).

## **OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES**

### **Student Advocacy Coordinator**

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

### **Counseling Center**

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).

### **University Police Department**

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@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](mailto:veteransaffairs@nccu.edu).

### **LGBTQIA Resource Center**

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.



## SPECIAL INFORMATION ABOUT COVID-19

### **COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

### SELECTED ADDITIONAL RESOURCES/CITATIONS

- Cartwright, A.D., Holman, L.F., Nelson, J. A., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling Annual Review*.
- Deaner, R.G., & Hicks-Becton, L.Y. (2018, May). Navigating Fight, Flight, or Freeze: Developing Courage and Freedom to Act. *Counseling Today* 10-12
- Hicks-Becton, L.Y., & Natwick, J. (2019, March). Processing trauma with clients in recovery. *Counseling Today* 14-15
- Holman, L. F., Carlisle, K. L., Rapp, M., Moro, R., Baker, C., Cartwright, A. D., & Hicks-Becton, L. (2019). A Guide to Integrating Behavioral/Process Addictions into Counselor Education Programs. *The Journal of Counselor Preparation and Supervision*, 12(1)
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling*, 38, 48-64. doi:10.1002/jaac.12028
- King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97, 4, 341-351.
- Sawyer-Kurian, K.M., Browne, F.A., Carney, T., Petersen, P., Wechsberg, W. M. (2011). Exploring the intersecting health risks of substance abuse, sexual risk, and violence for female South African teen dropouts. *Journal of Psychology in Africa*, 21 (1):15-25.
- Sawyer-Kurian, K. M. & Wechsberg, W. M. (2012). Adapting an evidence-based HIV intervention for at-risk African American college women at Historically Black Colleges and Universities who use alcohol and drugs. *Sage Open*, 2(4) doi:10.1177/2158244012464977
- Sawyer-Kurian, K. M., Wechsberg, W. M., and Luseno, W. K (2009). Substance abuse, violence against women, and HIV risks: Men's voices from Cape Town, South Africa. *Psychology of Men and Masculinity*, 10(1), 13–29.
- Sawyer, K. M., Wechsberg, W. M., and Myers, B. (2006). Cultural similarities and differences between a sample of Black/African and Coloured women in South Africa: Convergence of risk related to substance use, sexual behavior, and violence. *Journal of Woman and Health*, 43(2), 73-92
- Shaffer, H.J., LaPlante, D.A., LaBrie, R.A., Kidman, R. C., Donato, A.N., & Stanton, M.V. (2004) Toward a syndrome model of addiction: Multiple expressions, common etiology. *Harvard Review of Psychiatry* (12), 367–374. DOI: 10.1080/10673220490905705
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470-480.