



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

Spring 2021: CON 5328

Alcohol, Drug and Behavioral Addictions: Family and Crisis Interventions

3 Credit Hours

Instructor: Robert A. Horne, Ph.D., M.Div., NCC, ACS, LCMHC, LCAS, ICAADC
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***Office Hours:** Monday: 1pm – 3pm (WebEx by appointment)
 Tuesday: 10:00am – 1:00pm (WebEx by appointment)
 Wednesday: 10:00am – 1:00pm (WebEx by appointment)
 Thursday: 6pm – 8pm (WebEx by appointment)
 Other times by appointment

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

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

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

Required Textbooks & Materials:

Juhnke, G. A. & Hagedorn, W. B. (2019). *Counseling Addicted Families: An Integrated Assessment and Treatment Model*. (2nd ed.) Routledge

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Substance Abuse and Mental Health Services Administration. (2015). *Substance abuse treatment and family therapy:*

Treatment Improvement Protocol (TIP 39) Series (DHHS Publication No. SMA 04-3957). Rockville, MD: Author.
<https://store.samhsa.gov/product/TIP-39-Substance-Abuse-Treatment-and-Family-Therapy/SMA15-4219>

Substance Abuse and Mental Health Services Administration. (2015). *Addiction counseling competencies: The Knowledge, Skills, and Attitudes of Professional Practice: Treatment Improvement Protocol (TAP 21) Series* (DHHS Publication No. SMA 08-4171). Rockville, MD: Author
<https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171>

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>

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.*
2. 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.
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.
5. **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.

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. 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 helpline.
7. 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**.
8. 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.
9. 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.
10. 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.)
11. 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.
12. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

Attendance

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 if permitted by instructor.

Instructor’s Correspondence Times

Type of Correspondence	Timeframe	Special notes
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Emails	24 hours	<p>1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours.</p> <p>2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 hours beginning at 8am the next business day.</p> <p>3) Emails sent after 4pm Thursday or on the weekend will receive a response within 24 hours beginning at 8am Monday.</p>
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

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

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@nccu.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.nccu.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 the Office of Student Accessibility Services.

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 (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, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. 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@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

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.

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.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

* Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, 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, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, 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.

* 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.

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 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 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.

Class Attendance and Participation

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.

Quizzes (12 quizzes x 25pts. each = 300 total points) See Weekly Calendar for Due Dates

Quizzes will be given weekly throughout the semester and will cover material covered in the assigned readings, as well as videos and student and instructor discussion.

Mid-term and Final Exams (100 points each) March 15th & April 26th no later than 11:59EST on those dates

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: Addiction Therapist Interview is due no later than Monday, March 1st at 11:59PM EST.

Addiction Therapist Interview: Interview an addiction therapist who works with families and 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. *(See APA Manual for details on headings)*
- **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: Genogram is due no later than Monday, March 22nd 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.).

Assignment #3: Discussion Board (3 x 40 points each = 120 total points) Feb. 8th, Mar. 8th & Apr. 5

Discussion Board (DB) questions will appear on Tuesdays with each weekly assignment. **Students' are required to post their initial discussion no later than 11:59PM each Thursday the week the DB is due.** Their response to another student's post must be posted no later than 11:59PM each Monday. Since the purpose of the Discussion Board is to generate group discussion late post will **NOT** be accepted and will **NOT** be eligible to earn points. **A zero (0) will be posted for late post.**

Posting Guidelines and Rubric

Initial posts must include: 1) a minimum of 150 words and 2) a minimum of 3 citations from at least 2 academic resources. Academic resources or scholarly resources are sources, books, academic journal articles, and published reports by recognized experts. It has typically been peer-reviewed by other experts in the specified field for accuracy and quality before being published or presented at a conference. (See the APA Manual for additional guidelines)

Response posts must include: 1) a minimum of 75 words and 2) a minimum of 1 citation from an academic resource. Academic resources or scholarly resources are sources, books, academic journal articles, and published reports by recognized experts. It has typically been peer-reviewed by other

experts in the specified field for accuracy and quality before being published or presented at a conference. (See the APA Manual for additional guidelines)

Posts that do not include the minimum word count, minimum number of citations, and/or minimum number of academic resources will not be eligible to earn points 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 academic resources no points will be earned for the initial post, if the response post does not meet the minimum word count the response post will not be eligible for points).

Please review the Quality Posting link listed on Blackboard

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

1. **MINIMUM CRITERIA:** Does the posting and/or response meet the minimum criteria to earn points (1. Minimum/Maximum word count, Minimum citations/academic resources)?
2. **RESPONSIVENESS:** Did the posting and/or response answer *each part* of the Discussion Board questions? Does the response post accurately respond to other student's posts?
3. **CONTENT KNOWLEDGE:** Does the posting and/or response demonstrate that the student learned and integrated/applied the information presented? Does the posting and/or response demonstrate student's knowledge and skill attainment is accurately conveyed?
4. **QUALITY OF WRITING:** Does the student's posting and/or response demonstrate graduate-level writing *and is the writing in accordance with APA formatting and guidelines (i.e., citations, references).*
5. **CONTRIBUTION TO THE DISCUSSION:** Does the student's participation provide other students with specific knowledge related to the prescribed Discussion Board topic and/or student posting?

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* day it 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 (12 x 25 points each)	300 points
Mid-term Exam	100 points
Final Exam	100 points
Genogram	60 points
Family Interview	60 points
Discussion Board (3 x 40 points each)	120 points
Total	740 Points

GRADING SCALE:

A	666	Exceptional
B	592-665	Above Average
C	518-591	Average
F	Below 518	Academic Failure
I	I/ Incomplete grades are not available in this course.	

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 these life circumstances understandably may have an impact on the grade that you earn. Additionally, despite 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 particularly 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.

<p>Week 1</p>	<p>A. Welcome and Introduction B. Substance Abuse and Family Therapy C. Impact of Substance Abuse on Families D. Approaches to Therapy</p>	<p>1 & 8</p>	<p><u>Readings</u> SAMHSA TIP #39: pgs. 1- 72</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Please complete the “Introduction” on the Discussion Board no later than Monday at 11:59PM EST, January 18.</p>
<p>Week 2</p> <p>WebEx: Course Introduction and Q&A</p> <p>Thursday 8PM-9PM</p> <p>(Attendance is optional)</p>	<p>A. Integrated Models for Treating Family Members</p>	<p>1 & 5</p>	<p><u>Readings</u> SAMHSA TIP #39: pgs. 73- 108</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Quiz 1 is due no later than Monday, January 25, at 11:59PM EST.</p>
<p>Week 3</p>	<p>A. What is Addiction</p>	<p>7 & 10</p>	<p><u>Readings</u> Juhnke & Hagedorn pgs. 1-38</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Quiz 2 are due no later than Monday, February 1, at 11:59PM EST.</p>
<p>Week 4</p>	<p>A. Helping Clients and Families Understand Addictions</p>	<p>10</p>	<p><u>Readings</u> Juhnke & Hagedorn pgs. 39-102</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Discussion Board 1: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday February 8, at 11:59PM EST.</p>

			Quiz 3 is due no later than Monday, February 8, 2019 at 11:59PM EST.
Week 5	A. Key Family Counseling Constructs and Assessment Strategies	11	<p>Readings Juhnke & Hagedorn pgs. 103-155</p> <p>Videos See videos in Weekly Assignments</p> <p>Assessments Quiz 4 are due no later than Monday, February 15, at 11:59PM EST.</p>
Week 6 WebEx: Course Introduction and Q&A Thursday 8PM-9PM (Attendance is optional)	<p>A. Sequential Family Addictions Counseling Model: Setting the Stage for a new Approach to Working with Addicted Families</p> <p>B. The Sequential Family Addiction Model: Motivational Interviewing and Solution Focused Family Therapy</p>	1 & 9	<p>Readings Juhnke & Hagedorn pgs. 156-209</p> <p>Videos See videos in Weekly Assignments</p> <p>Assessments Quiz 5 are due no later than Monday, February 22, at 11:59PM EST.</p>
Week 7	A. The Sequential Family Addiction Model: Structural Family Counseling and Cognitive Behavioral Family Therapy	5 & 7	<p>Readings Juhnke & Hagedorn pgs. 210-245</p> <p>Videos See videos in Weekly Assignments</p> <p>Assessments Family Therapist Interview & Quiz 6 is due no later than Monday, March 1, at 11:59PM EST.</p>
Week 8	A. The Sequential Family Addiction Model: Extended Family Systems, Modified Family of Origin Therapy and Object Relations Family Therapy	10	<p>Readings Juhnke & Hagedorn pgs. 246-282</p> <p>Videos See videos in Weekly Assignments</p> <p>Assessments Discussion Board 2: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student's post is due no later than Monday March 8, at 11:59PM EST.</p>

	<p>*March 5: Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade</p>		<p>Quiz 7 are due no later than Monday March 8, at 11:59PM EST.</p>
Week 9	<p>A. Special Topics in Counseling Addicted Families: Counseling Non-Addicted Family Members</p> <p>Mid-term Exam</p>		<p><u>Readings</u></p> <p>Juhnke & Hagedorn pgs. 283-323</p> <p><u>Assessments</u></p> <p>**Mid-term Exam is due no later than Monday, March 15, at 11:59PM EST.</p>
<p>Week 10</p> <p>WebEx: Course Introduction and Q&A</p> <p>Thursday 8PM-9PM</p> <p>(Attendance is optional)</p>	<p>A. Crisis Recognition, Planning, and Intervention (Part 1)</p>	<p>2, 3, 4, 6, & 10</p>	<p><u>Readings</u></p> <p>Crisis Training Manual: pgs. 1-50 http://tn.gov/assets/entities/behavioral-health/mh/attachments/Crisis_Training_Manual.pdf</p> <p><u>Videos</u></p> <p>See videos in Weekly Assignments</p> <p><u>Assessments</u></p> <p>Genogram and Quiz 8 are due no later than Monday, March 22, at 11:59PM EST.</p>
Week 11	<p>A. Crisis Recognition, Planning, and Intervention (Part 2)</p>	<p>2, 3, 4, 6, & 10</p>	<p><u>Readings</u></p> <p>Crisis Training Manual: pgs. 51-105 http://tn.gov/assets/entities/behavioral-health/mh/attachments/Crisis_Training_Manual.pdf</p> <p><u>Videos</u></p> <p>See videos in Weekly Assignments</p> <p><u>Assessments</u></p> <p>Quiz 9 is due no later than Monday, March 29, at 11:59PM EST.</p>
Week 12	<p>A. Classification System for Co-Occurring Disorders</p>	<p>6 & 9</p>	<p><u>Readings</u></p> <p>SAMHSA TIP 42 pgs. 1-36 SAMHSA TIP 42 pgs. 65-100 http://store.samhsa.gov/shin/content//SMA13-3992/SMA13-3992.pdf</p> <p><u>Videos</u></p> <p>See videos in Weekly Assignments</p>

	B. Assessing Co-Occurring Disorders		<p><u>Assessments</u> Discussion Board 3: Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student's post is due no later than Monday April 5, at 11:59PM EST.</p> <p>Quiz 10 are due no later than Monday, April 5, at 11:59PM EST.</p>
Week 13	A. Strategies for Working with Clients with Co-Occurring Disorders	6 & 9	<p><u>Readings</u> SAMHSA TIP 42 pgs. 101-182 http://store.samhsa.gov/shin/content//SMA13-3992/SMA13-3992.pdf</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Quiz 11 are due no later than Monday, April 12, at 11:59PM EST.</p>
Week 14 WebEx: Course Introduction and Q&A Thursday 8PM-9PM (Attendance is optional)	Substance Use: Program and Policy Issues	5, 7, & 11	<p><u>Readings</u> SAMHSA TIP #39: pgs. 147- 164</p> <p><u>Assessments</u> Quiz 12 are due no later than Monday, April 19, at 11:59PM EST.</p>
Week 15	Final Exam		<p><u>Readings</u> Review all previous course requirements.</p> <p><u>Assessments</u> Final Exam is due no later than Monday, April 26, at 11:59PM EST.</p>
Week 16			Open week for individual student- professor consultations.

Please contact the professor if you note any discrepancies in the syllabus.