

COUN 5803 Substance Abuse Counseling
Midwestern State University
Gordon T. & Ellen West College of Education

CONTACT INFORMATION

Professor: Marie Zubiate, MEd., LPC-S

Semester: Spring 2024 January 16th- March 8th [8 Wks POT A]

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Class Format: Online

Office Hours: Online- by appointment

In this syllabus, you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

***Important! This course's weeks start on Saturday and end on Friday for each week.**

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24-48 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

COVID-19: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

I. COURSE DESCRIPTION

Provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

II. COURSE RATIONALE

In this course students will gain knowledge including the theoretical and procedural aspects of effective substance abuse counseling.

III. REQUIRED TEXTBOOK

Stevens, P., & Smith, R. L. (2018). *Substance Abuse Counseling: Theory and Practice* (6th ed.). Upper Saddle River, New Jersey.

OPTIONAL TEXTBOOKS:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. Washington, DC: American Psychological Association.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

- 1.d. the role and process of the professional counselor advocating on behalf of the profession
- 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2. d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 3.d. theories and etiology of addictions and addictive behaviors
- 3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5.h. developmentally relevant counseling treatment or intervention plans
- 5.i. development of measurable outcomes for clients
- 5.j. evidence-based counseling strategies and techniques for prevention and intervention
- 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- 6.f. types of groups and other considerations that affect conducting groups in varied settings
- 7.e. use of assessments for diagnostic and intervention planning purposes

Learning Objectives

1. Analyze dynamics, attitudes, and opposing viewpoints related to substance abuse and its treatment.

2. Learn about assessment and diagnosis of substance abuse dynamics.
3. Construct the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
4. Analyze common reasons why people use mood altering chemicals.
5. Learn about ambivalence, resistance, relapse, and commitment to change within the context of substance abuse treatment.

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association (2014) *Code of Ethics*, and treat all members of the class with respect.

Inclusivity: It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.

- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

V. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. January 15-21	<ul style="list-style-type: none"> Syllabus Review Chapters 1 & 2 	<ul style="list-style-type: none"> Read Chapters 1 & 2. Do Discussion Board, Post and Comment.
2. January 22-28 1d, 2a, 2d, 3d, 3e, 5h, and 7e Turn in to D2L	<ul style="list-style-type: none"> Chapters 3 & 4 Substance Abuse Counseling Paper Appendix B to D2L 	<ul style="list-style-type: none"> Read Chapters 3 & 4. Do Discussion Board, Post and Comment. Turn in Substance Abuse Counseling Paper Appendix B to D2L
3. January 29-February 4	<ul style="list-style-type: none"> Chapters 5 & 6 	<ul style="list-style-type: none"> Read Chapters 5 & 6. Do Discussion Board, Post and Comment.
4. February 5-11 5k and 6f Turn in to D2L	<ul style="list-style-type: none"> Chapters 7 & 8 Addiction Group Attendance and Reflection Paper Appendix C to D2L 	<ul style="list-style-type: none"> Read Chapter 7 & 8. Do Discussion Board, Post and Comment. Turn in Addiction Group Attendance and Reflection Paper Appendix D to D2L.
5. February 12-18	<ul style="list-style-type: none"> Chapters 9 & 10 	<ul style="list-style-type: none"> Read Chapters 9 & 10. Do Discussion Board, Post and Comment.
6. February 19-25 3d, 5h, 5i, 5j, and 5k.	<ul style="list-style-type: none"> Chapters 11 & 12 	<ul style="list-style-type: none"> Read Chapters 11 & 12.

Class Dates	Class Topics	Assignments/Reading
Turn in to D2L	<ul style="list-style-type: none"> • Abstinence Project Paper Appendix D to D2L 	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment. • Turn in Abstinence Project Paper Appendix D to D2L
7. February 26-Mar 3	<ul style="list-style-type: none"> • Chapters 13 & 14 • Study for Final 	<ul style="list-style-type: none"> • Read Chapters 13 & 14 • Do Discussion Board, Post and Comment • Study for Final
8. March 4-8 1d, 2a, 2d, 3d, 3e, 5h, 5i, 5j, 5k, 6f, and 7e. Complete on D2L	<ul style="list-style-type: none"> • Final Exam Appendix E Chapters One through 14 on D2L 	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment • Complete Final Exam Appendix E Chapters One through 14 on D2L • Everything is due on Friday!

V. EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (and some to TK 20) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE (7).**

Online Assignments and Comments: (16 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, **aside from the final week**. Follow directions to get full points each week. Late work will not be accepted (**See Appendix A**). **1d, 2a, 2d, 3d, 3e, 5h, 5i, 5j, 5k, 6f, and 7e**

Substance Abuse Counseling Paper: (20 pts.) Students will write an academic paper on substance abuse counseling. Students must use academic resources including their textbook as well as other academic journal articles. Students must use appropriate in-text citations, and list every source used on their reference page. Students will address the history of substance abuse, theories of substance abuse, models of addiction within substance abuse, counselor role within substance abuse, diversity, attitudes, and assessments, and a personal reflection. Please use the outline located within Appendix B and the template

located with D2L for your reflection paper. Remember, all papers need to be written in APA 7 formatting, using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app (See Appendix B). **1d, 2a, 2d, 3d, 3e, 5h, and 7e**

Addiction Group Attendance and Reflection Paper: (20 pts.) Students will attend an open addiction group. These groups may include Al-Anon, Alcoholics Anonymous (AA), Celebrate Recovery, Narcotics Anonymous (NA), etc. Students will then write a reflection paper on their experience attending the addiction group. Students will introduce the assignment, identify the group observed, give initial thoughts before attending the group, identify the group skills and techniques, community-based resources, and a reflection. Please use the outline located within Appendix C and the template located with D2L for your reflection paper. Remember, all papers need to be written in APA 7 formatting, using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app (See Appendix C). **5k and 6f**

Abstinence Project Paper: (20 pts.) This project is designed to help students experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This project requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of 4-weeks. For students who have difficulty identifying a substance or behavior, please contact the teaching professor so you can discuss what might be a challenge to give up for this time period. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. At the end of the 4-weeks, students will turn in a paper that discusses an introduction to the assignment, history of treatment of alcohol and other drugs, the substance or behavior given up, relapse prevention and recovery strategies, a personal reflection of the assignment, and a summary. Please see outline within Appendix D and utilize the template located within D2L. Remember, all papers need to be written in APA 7 formatting, using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app (See Appendix D). **3d, 5h, 5i, 5j, and 5k**

Final Exam (24 pts.): Students will complete their final exam on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for final exams (See Appendix E). **1d, 2a, 2d, 3d, 3e, 5h, 5i, 5j, 5k, 6f, and 7e**

Assignment	Points
Online Assignments and Comments *D2L	16
Substance Abuse Counseling Paper *D2L	20
Addiction Group Attendance and Reflection Paper *D2L	20
Abstinence Project Paper *D2L	20
Final Exam *D2L	24
Total Points	100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and

employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

X. RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

XI. APPENDENCIES

Appendix A

1. Online Assignments and Comments (16 pts.)

CACREP Standards:

1d, 2a, 2d, 3d, 3e, 5h, 5i, 5j, 5k, 6f, and 7e.

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 16 Pts.)

Week	Points Earned
Week 1 (2 pt.)	Out of 2 point
Week 2 (2 pt.)	Out of 2 point
Week 3 (2 pt.)	Out of 2 point
Week 4 (2 pt.)	Out of 2 point
Week 5 (2 pt.)	Out of 2 point
Week 6 (2 pt.)	Out of 2 point
Week 7 (2 pt.)	Out of 2 point
Week 8 (2 pt.)	Out of 2 point
Total Points Earned	Out of 16 points

Appendix B

CACREP Standards:

1d, 2a, 2d, 3d, 3e, 5h, and 7e.

See template on D2L.

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. Discuss what you will cover throughout this paper. Remember that all papers need to be written in APA 7 formatting, written academically, and with appropriate grammar. Make sure that you have a sentence within these five sentences that explain what is covered within the paper. For example, “Within this paper, I will discuss the history of substance abuse, theories of substance abuse, theorists of substance abuse, the counselor’s role within substance abuse, diversity, attitudes, and assessments, and a personal reflection.”

History of Substance Abuse

- In at least two paragraphs, five sentences each – ten sentences total, please write about the history of substance abuse. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Theories of Substance Abuse

- In at least two paragraphs, five sentences each – ten sentences total, please write about the theories that can be used when doing substance abuse counseling. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Models of Addiction within Substance Abuse

- In at least two paragraphs, five sentences each – ten sentences total, please write about models of addiction within substance abuse. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Counselor Role within Substance Abuse

- In at least two paragraphs, five sentences each – ten sentences total, please write about the role of the counselor within substance abuse. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Diversity, Attitudes, and Assessments

- In at least three paragraphs, five sentences each – fifteen sentences total, please write about diversity and multiculturalism within substance abuse, the attitudes and beliefs held about substance abuse, and assessments utilized within substance abuse. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Personal Reflection

- In at least two paragraphs, five sentences each – ten sentences total, please write about your personal reflection of the assignment and a summary of your paper. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

APA 7 Reference Page

Substance Abuse Counseling Paper Rubric (Possible 20 Pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
History of Substance Abuse	Student inaccurately describes the history of substance abuse. Student does not use academic resources to back up ideas about the history of substance abuse. Student does not use appropriate in-text citations when writing about the history of substance abuse.	Student appropriately describes the history of substance abuse but lacks academic resources, or appropriate in-text citations when writing the history of substance abuse.	Student appropriately describes the history of substance abuse and utilizes academic resources, or appropriate in-text citations when writing the history of substance abuse. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the history of substance abuse and utilizes academic resources, or appropriate in-text citations when writing the history of substance abuse. Has little to no academic writing, grammatical, or APA errors within the section.
Theories of Substance Abuse	Student inaccurately describes the theories of substance abuse. Student does not use academic resources to back up ideas about the theories of substance abuse. Student does not use appropriate in-text citations when writing about the theories of substance abuse.	Student appropriately describes the theories of substance abuse but lacks academic resources, or appropriate in-text citations when writing the theories of substance abuse.	Student appropriately describes the theories of substance abuse and utilizes academic resources, or appropriate in-text citations when writing the theories of substance abuse. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the theories of substance abuse and utilizes academic resources, or appropriate in-text citations when writing the theories of substance abuse. Has little to no academic writing, grammatical, or APA errors within the section.
Models of Addiction within Substance Abuse	Student inaccurately describes the models of addiction within substance abuse. Student does not use academic resources to back up ideas about the models of addiction within substance abuse. Student does not use appropriate in-text citations when writing about the theorists of substance abuse.	Student appropriately describes the models of addiction within substance abuse but lacks academic resources, or appropriate in-text citations when writing the models of addiction within substance abuse.	Student appropriately describes the models of addiction within substance abuse and utilizes academic resources, or appropriate in-text citations when writing the models of addiction within substance abuse. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the models of addiction within substance abuse and utilizes academic resources, or appropriate in-text citations when writing the models of addiction within substance abuse. Has little to no academic writing, grammatical, or APA errors within the section.
Counselor Role within Substance Abuse	Student inaccurately describes the counselor role within substance abuse. Student does not use academic resources to back up ideas about the role of the counselor within substance abuse. Student does not use appropriate in-text citations when writing about the counselor role within substance abuse.	Student appropriately describes the counselor role within substance abuse but lacks academic resources, or appropriate in-text citations when writing the counselor role within substance abuse.	Student appropriately describes the counselor role within substance abuse and utilizes academic resources, or appropriate in-text citations when writing the counselor role within substance abuse. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the counselor role within substance abuse and utilizes academic resources, or appropriate in-text citations when writing the counselor role within substance abuse. Has little to no academic writing, grammatical, or APA errors within the section.
Diversity, Attitudes, and Assessments	Student vaguely describes diversity, attitudes, and assessments. Student does not use academic resources to back up ideas about diversity, attitudes, and assessments. Student does not use appropriate in-text citations when writing about diversity, attitudes, and assessments.	Student appropriately describes diversity, attitudes, and assessments, but lacks academic resources, or appropriate in-text citations when writing about diversity, attitudes, and awareness.	Student appropriately describes diversity, attitudes, and assessments, and utilizes academic resources, or appropriate in-text citations when writing about diversity, attitudes, and assessments. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes diversity, attitudes, and assessments, and utilizes academic resources, or appropriate in-text citations when writing about diversity, attitudes, and assessments. Has little to no academic writing, grammatical, or APA errors within the section.

Appendix C

CACREP Standards:

5k and 6f

See template on D2L.

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. Discuss what you will cover throughout this paper. Make sure that you have a sentence within these five sentences that explain what is covered within the paper. For example, “Within this paper, I will discuss an introduction to the assignment, the group that I observed, initial thoughts, the group stage the group was conducted in, the group skills that I observed, community-based resources, and my personal reflection.”

Group Observed

- In at least two paragraphs, five sentences each – ten sentences total, please identify the group you observed, how the group was offered (in-person, zoom) the groups purpose, and the issues that the group addressed. What type of group did you observe? For example, was it psychoeducational, or process? If it was process, was it forming, storming, performing, or adjourning? Please use sources to name your group, or movie via in-text citations, and placing the source on your reference page.

Initial Thoughts before Attending Group

- In at least one paragraphs, at least five sentences, please write about your initial thoughts before attending the group. Were you nervous, worried, etc.? Have you ever attended an addiction group before?

Group Skills and Techniques

- In at least two paragraphs, five sentences each – ten sentences total, please address the group techniques, interventions, and facilitation skills that you observed. Once you have mentally identified these skills, be sure to find academic sources that highlight the skills that you observed. You will need to correctly use in-text citations for these skills and add the academic source to your reference page.

Community-Based Resources

- In at least one paragraph, at least five sentences, please write about the importance of community-based resources within the substance abuse field. Please showcase some available community-based resources in your local area where substance abuse clients could seek specific substance abuse services. Please make sure to do correct in-text citations when mentioning resources and place the source on your reference page. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Reflection

- In at least one paragraphs, at least five sentences each, please write about your personal reflection of the addiction group that you observed, and your summary of your paper. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

APA 7 Reference Page

Addiction Group Attendance and Reflection Paper (Possible 20 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Introduction to the Assignment	Student inaccurately describes the introduction to the assignment.	Student appropriately describes the introduction to the assignment but lacks the five-sentence requirement for the section.	Student appropriately describes the introduction to the assignment and meets the five sentences requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the introduction to the assignment and meets the five sentences requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.
Group Observed	Student inaccurately describes the group observed. Student does not use academic resources to back up ideas about the group observed. Student does not use appropriate in-text citations when writing about the group observed	Student appropriately describes the group observed but lacks academic resources, or appropriate in-text citations when writing about the group observed.	Student appropriately describes the group observed and utilizes academic resources, or appropriate in-text citations when writing about the group observed. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the group observed and utilizes academic resources, or appropriate in-text citations when writing about the group observed. Has little to no academic writing, grammatical, or APA errors within the section.
Initial Thoughts before Attending Group	Student inaccurately describes the initial thoughts before attending the group.	Student appropriately describes the initial thoughts before attending the group but lacks the two-paragraph requirement for the section.	Student appropriately describes the initial thoughts before attending the group and meets the two-paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the initial thoughts before attending the group and meets the two-paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.
Group Skills and Techniques	Student inaccurately describes the group skills and techniques. Student does not use academic resources to back up ideas about the role of the counselor within substance abuse. Student does not use appropriate in-text citations when writing about the group skills and techniques.	Student appropriately describes the group skills and techniques but lacks academic resources, or appropriate in-text citations when writing the group skills and techniques.	Student appropriately describes the group skills and techniques and utilizes academic resources, or appropriate in-text citations when writing the group skills and techniques. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the group skills and techniques and utilizes academic resources, or appropriate in-text citations when writing the group skills and technique. Has little to no academic writing, grammatical, or APA errors within the section.
Community-Based Resources and Reflection	Student vaguely describes community-based resources, and reflection. Student does not use academic resources to back up ideas about community-based resources, and reflection. Student does not use appropriate in-text citations when writing about community-based resources, and reflection.	Student appropriately describes community-based resources, and reflection, but lacks academic resources, or appropriate in-text citations when writing about community-based resources, and reflection.	Student appropriately describes p community-based resources, and reflection, and utilizes academic resources, or appropriate in-text citations when writing about community-based resources, and reflection. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes community-based resources, and reflection, and utilizes academic resources, or appropriate in-text citations when writing about community-based resources, and reflection. Has little to no academic writing, grammatical, or APA errors within the section.

Appendix D

CACREP Standards:

3d, 5h, 5i, 5j, and 5k

See template on D2L.

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. Discuss what you will cover throughout this paper. Remember that all papers need to be written in APA 7 formatting, written academically, and with appropriate grammar. Make sure that you have a sentence within these five sentences that explain what is covered within the paper. For example, “Within this paper, I will discuss the history of treating alcohol and other drugs, the substance or behavior that I gave up, relapse prevention and recovery strategies, personal reflection, and summary.”

History of Treatment of Alcohol and Other Drugs

- In at least two paragraphs, five sentences each – ten sentences total, please write about the history of treatment of alcohol and other drugs. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Substance or Behavior Given Up

- In at least three paragraphs, five sentences each – fifteen sentences total, please write about the substance or behavior that you gave up. Students, make sure that you detail what you gave up, and how it impacted you over the 4-weeks. Please be sure to identify the challenges and successes of this project. Please utilize the grading rubric located within your syllabus and on D2L.

Relapse Prevention and Recovery Strategies

- In at least two paragraphs, five sentences each – ten sentences total, please write about relapse and prevention strategies regarding addiction and substance abuse. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

Personal Reflection and Summary

- In at least two paragraphs, five sentences each – ten sentences total, please write about your personal reflection of the assignment, and your summary of your paper. Please use your textbook, and any other academic resources that you deem necessary to write this section in accordance with the grading rubric located within your syllabus and on D2L.

APA 7 Reference Page

Abstinence Project Paper Rubric (Possible 20 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Introduction to the Assignment	Student inaccurately describes the introduction to the assignment.	Student appropriately describes the introduction to the assignment but lacks the five-sentence requirement for the section.	Student appropriately describes the introduction to the assignment and meets the five sentences requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the introduction to the assignment and meets the five sentences requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.
History of Treatment of Alcohol and Other Drugs	Student inaccurately describes the treatment of alcohol and other drugs. Student does not use academic resources to back up ideas about the history of treatment of alcohol and other drugs. Student does not use appropriate in-text citations when writing about the group observed	Student appropriately describes the history of treatment of alcohol and other drugs, but lacks academic resources, or appropriate in-text citations when writing about the group observed.	Student appropriately describes the history of treatment of alcohol and other drugs and utilizes academic resources, or appropriate in-text citations when writing about the history of treatment of alcohol and other drugs. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the history of treatment of alcohol and other drugs and utilizes academic resources, or appropriate in-text citations when writing about the history of treatment of alcohol and other drugs. Has little to no academic writing, grammatical, or APA errors within the section.
Substance of Behavior Given Up	Student inaccurately describes substance of behavior given up.	Student appropriately describes the substance or behavior given up but lacks the three-paragraph requirement for the section.	Student appropriately describes the substance or behavior given up and meets the three-paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the substance or behavior given up and meets the three-paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.
Relapse Prevention and Recovery Strategies	Student inaccurately describes relapse prevention and recovery strategies. Student does not use academic resources to back up ideas about relapse prevention and recovery strategies. Student does not use appropriate in-text citations when writing about the group skills and techniques.	Student appropriately describes relapse prevention and recovery strategies but lacks academic resources, or appropriate in-text citations when writing the relapse prevention and recovery strategies.	Student appropriately describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-text citations when writing relapse prevention and recovery strategies. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-text citations when writing relapse prevention and recovery strategies. Has little to no academic writing, grammatical, or APA errors within the section.
Personal Reflection of Assignment and Summary	Student vaguely describes personal reflection of the assignment. Student does not use academic resources to back up ideas about their summary Student does not use appropriate in-text citations when writing about their summary of the assignment.	Student appropriately describes personal reflection of the assignment, but lacks academic resources, or appropriate in-text citations when writing the summary of the assignment.	Student appropriately describes personal reflection of the assignment and utilizes academic resources, or appropriate in-text citations when writing the summary. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes personal reflection of the assignment and utilizes academic resources, or appropriate in-text citations when writing the summary. Has little to no academic writing, grammatical, or APA errors within the section.

Appendix E

CACREP Standards:

1d, 2a, 2d, 3d, 3e, 5h, 5i, 5j, 5k, 6f, and 7e.

Final Exam (24 pts.): Students will complete their final exam on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for final exams.

Breathing Exercises:

- Breath Focus
 - Bringing intentional attention to each breath.
- Deep Breathing
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
 - Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.