



**Course Syllabus: Substance Abuse Counseling**  
College of Gordon T. & Ellen West College of Education  
COUN 5803 Section X22  
Semester: Spring 2026 January 20th – March 4<sup>th</sup> POT A

**Contact Information**

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**Thursdays** 10:30 am – 11:30 am  
Phone Number: 940-397-5141

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is 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 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

**Course Description**

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

**COURSE RATIONALE**

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

**Textbook & Instructional Materials**

Stevens, P., & Smith, R. L. (2020). *Substance Abuse Counseling: Theory and Practice* (6<sup>th</sup> 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.

## **COURSE OBJECTIVES**

### Knowledge and Skill Learning Outcomes: CACREP Standards

#### **CACREP Common Core Area Standards Addressed in this Course:**

Section 3.A.2. the multiple professional roles and functions of counselors across specialized practice areas

Section 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

Section 3.A.5. the role and process of the professional counselor advocating on behalf of the profession

Section 3.B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews

Section 3.C.5. theories and neurobiological etiology of addictions Section

3.C.10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

Section 3.E.13. developmentally relevant and culturally sustaining counseling treatment or intervention plans

Section 3.E.14. development of measurable outcomes for clients

Section 3.E.15. evidence-based counseling strategies and techniques for prevention and intervention

Section 3.E.17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources

Section 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies

Section 3.F.7. types of groups, settings, and other considerations that affect conducting groups

Section 3.G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes

Section 3.G.12. procedures to identify substance use, addictions, and co-occurring conditions

Section 5.C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders

Section 5.C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

Section 5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Section 5.C.6. strategies for interfacing with the legal system regarding court-referred clients

### **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.

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

## **Grading**

\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.

**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)**. Section 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., 3.E.14., 3.E.15., 3.E.17., 3.E.20., 5.C.4.

**Substance Abuse Counseling Paper: (25 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, 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)**. 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., **and** 5.C.4.

**Addiction Group Attendance and Reflection Paper: (25 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**). 3.E.17. **and** 3.F.7.

**Abstinence Project Paper: (25 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**). 3.C.5., 3.E.13., 3.E.14., 3.E.15., **and** 3.E.17.

**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**). 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., 3.E.14., 3.E.15., 3.E.17., 3.F.7., **and** 5.C.4.

Assignment	Points
Online Assignments and Comments *D2L	16
Substance Abuse Counseling Paper *D2L	25
Addiction Group Attendance and Reflection Paper *D2L	25
Abstinence Project Paper *D2L	25
Final Exam *D2L	24
<b>Total Points</b>	<b>115</b>

*Table 2: Total points for final grade.*

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### **Important Dates**

- Last day for term schedule changes: 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](#)

### **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.

### **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.

### **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 which 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](#).

## **Instructor Class Policies**

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's (2014) *Code of Ethics*, and treat all members of the class with respect.

**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 Misconduct Policy & Procedures:** 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 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/nonprint 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.

## **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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

#### [Campus Carry Rules/Policies](#)

Refer to: [Campus Carry Rules and Policies](#)

#### [Smoking/Tobacco Policy](#)

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

#### [Campus Carry](#)

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in

locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

### **Grade Appeal Process**

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.

### **Course Schedule:**

#### **SEMESTER COURSE OUTLINE**

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<b>1. January 20-24</b>	<ul style="list-style-type: none"><li>• Syllabus Review</li><li>• Chapters 1 &amp; 2</li></ul>	<ul style="list-style-type: none"><li>• <b>Read</b> Chapters 1 &amp; 2.</li><li>• <b>Do Discussion Board, Post and Comment.</b></li></ul>
<b>2. January 25-31</b>  3.A.2., 3.B.2., 3.C.5., 3.C.10, 3.E.13., <b>and</b> 5.C.4.  <b>Turn in to D2L</b>	<ul style="list-style-type: none"><li>• Chapters 3 &amp; 4</li><li>• <b>Substance Abuse Counseling Paper Appendix B to D2L</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Read</b> Chapters 3 &amp; 4.</li><li>• <b>Do Discussion Board, Post and Comment.</b></li><li>• <b>Turn in Substance Abuse Counseling Paper Appendix B to D2L</b></li></ul>
<b>3. February 1- 7</b>	<ul style="list-style-type: none"><li>• Chapters 5 &amp; 6</li></ul>	<ul style="list-style-type: none"><li>• <b>Read</b> Chapters 5 &amp; 6.</li><li>• <b>Do Discussion Board, Post and Comment.</b></li></ul>
<b>4. February 8-14</b>	<ul style="list-style-type: none"><li>• Chapters 7 &amp; 8</li></ul>	<ul style="list-style-type: none"><li>• <b>Read</b> Chapter 7 &amp; 8.</li></ul>

Class Dates	Class Topics	Assignments/Reading
3.E.17. <b>and</b> 3.F.7.  <b>Turn in to D2L</b>	<ul style="list-style-type: none"> <li>• <b>Addiction Group Attendance and Reflection Paper Appendix C to D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment.</b></li> <li>• <b>Turn in Addiction Group Attendance and Reflection Paper Appendix D to D2L.</b></li> </ul>
<b>5. February 15-21</b>	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 9 &amp; 10.</b></li> <li>• <b>Do Discussion Board, Post and Comment.</b></li> </ul>
<b>6. February 22-28</b>  3.C.5., 3.E.13., 3.E.14., 3.E.15., <b>and</b> 3.E.17.  <b>Turn in to D2L</b>	<ul style="list-style-type: none"> <li>• Chapters 11 &amp; 12</li> <li>• <b>Abstinence Project Paper Appendix D to D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 11 &amp; 12.</b></li> <li>• <b>Do Discussion Board, Post and Comment.</b></li> <li>• <b>Turn in Abstinence Project Paper Appendix D to D2L</b></li> </ul>
<b>7. March 1 - 7</b>	<ul style="list-style-type: none"> <li>• Chapters 13 &amp; 14</li> <li>• Study for Final</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 13 &amp; 14</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<b>8. March 8 - 14</b>	<b>Spring Break</b>	
<b>9. March 15-20</b> <b>Complete on D2L</b> 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., 3.E.14., 3.E.15., 3.E.17., 3.F.7.	<ul style="list-style-type: none"> <li>• <b>Final Exam Appendix E Chapters One through 14 on D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Complete Final Exam Appendix E Chapters One through 14 on D2L</b></li> <li>• <b>Everything is due on Friday!</b></li> </ul>

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## RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).

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 [article](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).

## APPENDICES

### Appendix A

*Online Assignments and Comments (16 pts.)*

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

**CACREP Standards: 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., 3.E.14., 3.E.15., 3.E.17., 3.E.20., 5.C.4.**

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

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

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

## Appendix B

**Substance Abuse Counseling Paper Rubric (Possible 20 Pts.)**

**CACREP Standards: 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., and 5.C.4.**

### **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, 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.

### **Attitudes and Assessments**

- In at least three paragraphs, five sentences each – fifteen sentences total, please write about 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**

<b>Criteria</b>	<b>1-2 Beginning</b>	<b>3 Basic</b>	<b>4 Proficient</b>	<b>5 Advanced</b>
History of Substance Abuse 5pts	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 5pts	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	Student inaccurately describes the models of addiction within substance abuse.	Student appropriately describes the models of addiction within substance abuse but lacks academic	Student appropriately describes the models of addiction within substance abuse and utilizes	Student exceptionally describes the models of addiction within substance abuse and

Criteria	1-2 Beginning	3 Basic	4 Proficient	5 Advanced
Abuse 5pts	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.	resources, or appropriate in-text citations when writing the models of addiction within substance abuse.	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.	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 5pts	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.
Attitudes, and Assessments 5pts	Student vaguely describes attitudes, and assessments. Student does not use academic resources to back up ideas about attitudes, and assessments. Student does not use appropriate in-text citations when writing about attitudes, and assessments.	Student appropriately describes attitudes, and assessments, but lacks academic resources, or appropriate in-text citations when writing about attitudes, and awareness.	Student appropriately describes attitudes, and assessments, and utilizes academic resources, or appropriate in-text citations when writing about attitudes, and assessments. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes attitudes, and assessments, and utilizes academic resources, or appropriate in-text citations when writing about attitudes, and assessments. Has little to no academic writing, grammatical, or APA errors within the section.

## Appendix C

### Addiction Group Attendance and Reflection Paper (Possible 25 pts.)

#### CACREP Standards: **3.E.17. and 3.F.7.**

#### 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

Criteria	1-2pts Beginning	3pts Basic	4pts Proficient	5pts Advanced
Introduction to the Assignment 5pts	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 5pts	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 5pts	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.

Criteria	1-2pts Beginning	3pts Basic	4pts Proficient	5pts Advanced
			errors within the section.	section.
Group Skills and Techniques 5pts	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 5pts	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

### Abstinence Project Paper Rubric (Possible 25 pts.)

#### CACREP Standards: 3.C.5., 3.E.13., 3.E.14., 3.E.15., and 3.E.17.

##### 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

Criteria	1-2pts Beginning	3pts Basic	4pts Proficient	5pts Advanced
Introduction to the Assignment 5pts	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 5pts	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 or Behavior Given Up 5pts	Student inaccurately describes substance or 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 5pts	Student inaccurately describes relapse prevention and recovery strategies. Student does not use academic resources to back up ideas about relapse prevention and recovery	Student appropriately describes relapse prevention and recovery strategies but lacks academic resources, or appropriate in-text citations when writing	Student appropriately describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-text citations when writing	Student exceptionally describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-

Criteria	1-2pts Beginning	3pts Basic	4pts Proficient	5pts Advanced
	strategies. Student does not use appropriate in-text citations when writing about the group skills and techniques.	the relapse prevention and recovery strategies.	relapse prevention and recovery strategies. Has some academic writing, grammatical, or APA errors within the section.	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 5 pts	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

Final Exam (24 pts.)

**CACREP Standards: 3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., 3.E.14, 3.E.15., 3.E.17., 3.F.7., and 5.C.4.**

**Final Exam (24 pts.):** Students will complete their final exam on D2L. 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.