



**Course Syllabus: Substance Abuse Counseling  
Gordon T. & Ellen West College of Education  
and Professional Studies  
COUN 5803**

**Part A, January 20 – March 20, 2026**

**\*Important!** This course's weeks start on Monday and end on Sunday, except for the last week, which ends on Friday.

**Contact Information**

Instructor: Dr. Marie Zubiate, Ph.D., LMHC, LPC-S  
Office hours: By appointment  
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**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.

Prerequisites: There are no prerequisites for this course.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's 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.

**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

Upon successful completion of this course, students will learn:

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

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**

Course Grade

Table 1:

Assignments	Points
Discussion Board and Class Participation	160
Substance Abuse Counseling Paper * <b>D2L</b>	25
Addiction Group Attendance and Reflection Paper * <b>D2L</b>	25
Abstinence Project Paper * <b>D2L</b>	25
Final Exam (D2L)	24
<b>Total Points</b>	<b>259</b>

Table 2: Total points for final grade.

Grade	Points
A	234-259
B	208-233
C	182-207
D	156-181
F	0-155

## **Homework**

\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (and to Tk20) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE (7).

**Discussion Board, and Class Participation: (160 pts.)** Students are required to answer questions regularly related to the weekly reading. 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 are required to participate in the

discussions 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. Follow directions to get full points each week. Late work will not be accepted. Discussion posts must be written in an academic, formal manner using APA 7 format (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.

### **Projects Required**

#### **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, 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 graduate level grammar, and academic writing. (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 graduate level grammar, and academic writing. (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. Remember, all papers need to be written in APA 7 formatting, using graduate level grammar, and academic writing. (See Appendix D). 3.C.5., 3.E.13., 3.E.14., 3.E.15., and 3.E.17.

### **Final Exam**

#### **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.

### **Late Work**

All papers and assignments must be turned in the day they are due. 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 **\*-2pts per day**. 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.

### **Important Dates**

Last day for term schedule changes: January 20-23, 2026 Check date on [Academic Calendar](#).

Deadline to file for graduation: February 16, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" March 18, 2026. 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**

Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance".

## **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**

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 Code of Ethics (2014), 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 this course serves students from all perspectives and diverse backgrounds, addressing their learning needs both in and out of the classroom. I aim for students' unique experiences and viewpoints to be seen as valuable resources, strengths, and benefits to our collective learning. 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.

## **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 Clark Student Center, Room 168, (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**

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.

### **Course Schedule:**

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/20 to 1/25	<ul style="list-style-type: none"><li>• Syllabus Review</li><li>• Read Chapters 1-2</li></ul>	Read Chapters 1-2  Do Discussion Board, Post and Comment
Week 2 1/26 to 2/1  3.A.2., 3.B.2., 3.C.5., 3.C.10, 3.E.13., and 5.C.4.  Turn in to D2L	<ul style="list-style-type: none"><li>• Read Chapters 3-4</li><li>• Substance Abuse Counseling Paper Appendix B to D2L</li></ul>	Read Chapters 3-4  Do Discussion Board, Post and Comment  Turn in Substance Abuse Counseling Paper Appendix B to D2L

Week or Module	Activities/Assignments/Exams	Due Date
Week 3 2/2 to 2/8	<ul style="list-style-type: none"> <li>• Read Chapters 5-6</li> </ul>	Read Chapters 5-6  Do Discussion Board, Post and Comment
Week 4 2/9 to 2/15  3.E.17. and 3.F.7.	<ul style="list-style-type: none"> <li>• Read Chapters 7-8</li> <li>• Addiction Group Attendance and Reflection Paper Appendix C to D2L</li> </ul>	Read Chapters 7-8  Do Discussion Board, Post and Comment  Turn in Addiction Group Attendance and Reflection Paper Appendix D to D2L.
Week 5 2/16 to 2/22	<ul style="list-style-type: none"> <li>• Read Chapters 9-10</li> </ul>	Read Chapters 9-10  Do Discussion Board, Post and Comment
Week 6 2/23 to 3/1  3.C.5., 3.E.13., 3.E.14., 3.E.15., and 3.E.17.	<ul style="list-style-type: none"> <li>• Read Chapters 11-12</li> <li>• Abstinence Project Paper Appendix D to D2L</li> </ul>	Read Chapters 11-12  Do Discussion Board, Post and Comment  Turn in Abstinence Project Paper Appendix D to D2L
Week 7 3/2 to 3/8	<ul style="list-style-type: none"> <li>• Read Chapters 13-14</li> </ul>	Read Chapters 13-14  Do Discussion Board, Post and Comment
Week 8 3/9 to 3/15	Spring Break- no classes	
Week 9 3/16 to 3/20	Final Exam Appendix E Chapters 1-14	Do Discussion Board, Post and Comment

Week or Module	Activities/Assignments/Exams	Due Date
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.		Final Exam Appendix E Chapters 1-14  *Note that class ends on <b>Friday!</b>

## APPENDIX A

### **DISCUSSION BOARD POSTS**

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 160 Pts.)

Points Earned	Week	Comments
_____	Week 1 (20 pts)	
_____	Week 2 (20 pts)	
_____	Week 3 (20 pts)	
_____	Week 4 (20 pts)	
_____	Week 5 (20 pts)	
_____	Week 6 (20 pts)	
_____	Week 7 (20 pts)	
_____	Week 8 (Spring Break!)	
_____	Week 9 (20 pts)	

Total Points Earned \_\_\_\_\_ / 160 pts.

## Appendix B

### **Substance Abuse Counseling Paper: (25 pts.)**

#### CACREP Standards:

3.A.2., 3.B.2., 3.C.5., 3.C.10., 3.E.13., and 5.C.4.

### **Substance Abuse Counseling Paper Rubric (Possible 25 Pts.)**

<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 Abuse 5pts	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 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	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.

Criteria	1-2 Beginning	3 Basic	4 Proficient	5 Advanced
	about the counselor role within substance abuse.			
Diversity, Attitudes, and Assessments 5pts	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

### Addiction Group Attendance and Reflection Paper

CACREP Standards:

3.E.17. and 3.F.7.

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

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.
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	Student appropriately describes community-based resources, and reflection, but lacks	Student appropriately describes p community-based resources, and reflection, and utilizes	Student exceptionally describes community-based resources, and reflection, and utilizes academic resources, or

<b>Criteria</b>	<b>1-2pts Beginning</b>	<b>3pts Basic</b>	<b>4pts Proficient</b>	<b>5pts Advanced</b>
	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.	academic resources, or appropriate in-text citations when writing about community-based resources, and reflection.	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.	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

CACREP Standards:

3.C.5., 3.E.13., 3.E.14., 3.E.15., and 3.E.17.

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

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 of Behavior Given Up 5pts	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 5pts	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	Student appropriately describes relapse prevention and recovery strategies but lacks academic resources, or appropriate in-text citations when writing the relapse prevention	Student appropriately describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-text citations when writing relapse prevention and	Student exceptionally describes relapse prevention and recovery strategies and utilizes academic resources, or appropriate in-text citations when

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

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.

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