

**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
**Course Title:** Consultation and Supervision for Addictions Professionals  
**Course Number:** COUN 4503  
**Semester:** Spring 2024  
**Semester Credits:** 3

**Contact Information**

**Instructor:** Audrey Zatopek M.A., LPC-S, LCDC

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**Semester:** Spring 2024, 16 Weeks

**Office:** Online

**Office Hours:** Mondays 3:00pm-4:00pm and Online by Appointment

**Classroom:** Online

**Class Format:** Online

**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

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond to emails within 48 hours. While at times I may answer emails on weekends, a response from me on Holidays and weekends is not guaranteed. As professionals, it's important that we implement boundaries around home and work. **\*Please try to ask your questions before the weekend, as it is not guaranteed that I will answer you on the weekend.**

**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.

### **COURSE DESCRIPTION**

Explores models and techniques of consultation and supervision for addiction professionals.

### **COURSE RATIONALE**

In this course students will gain the knowledge and understanding of the dynamics of consultation and supervision as pertains to addiction professionals.

### **REQUIRED TEXTS**

The viewpoint of the text does not embody the viewpoint of Midwestern State University. If you notice something within your text that you feel is biased or incorrect, please reach out to the publisher with your concerns in hopes that they may be reflected within future editions. \***Note:** The citations below are not in proper APA 7 formatting; to make them proper, each citation needs to be double-spaced.

Eby, L. T., & Laschober, T. C. (2014). Effective clinical supervision in substance use disorder treatment: What is it and who benefits? *Advances in Addiction & Recovery*, 27-29. [Article](#).

Fulton, C. L., Kjellstrand Hartwig, E., Ybañez-Llorente, K., & Schmidt, E. (2016). Clinical supervision in the addictions field: A case example of effective gatekeeping. *Alcoholism Treatment Quarterly*, 34(1), 48-62. [Article](#).

Hawaii State Department of Health. (2013). *Twelve core functions of the alcohol and other drug abuse counselor*. [Article](#).

Heers, S. (2023, Oct. 12). *Peer consultation for therapists: What to expect*. Firelight Supervision. [Article](#).

Hendershot, W. (2018, Sept. 25). Similarities & differences of counseling, consultation, and supervision. Prezi. [Presentation](#).

Johnson, M. (2018, Dec. 11). *Ethical and professional issues in addiction counseling*. NAADAC. [Presentation](#).

Jones, C. T., & Branco, S. F. (2020). Trauma-informed supervision: Clinical supervision of substance use disorder counselors. *Journal of Addictions & Offender Counseling*, 41(1), 2-17. [Article](#).

Juhnke, G. A., & Culbreth, J. R. (1994). *Clinical supervision in addictions counseling: Special challenges and solutions*. *ERIC Digest*. ERIC Clearinghouse on Counseling and Student Services. [Article](#).

- Kirby, J. (2023). *The difference between consultation and supervision*. New Perspective Consultation & Supervision. [Article](#).
- Nathan, W., & Desposito, M. (2023, Oct. 16). *The benefits of clinical consultation groups*. Counseling Today. [Article](#).
- National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP Code of Ethics*. [Code](#).
- Office of the Secretary of State. (2024). *25 Texas administrative code §1.140.I*. [Code](#). [Download PDF](#).
- Powell, D. J., & Brodsky, A.. (2004). *Clinical supervision in alcohol and drug abuse counseling: Principles, models, methods*. Jossey-Bass.
- Substance Abuse and Mental Health Services Administration. (2012). *TIP 21-A: Competencies for substance abuse treatment clinical supervisors*. U.S. Department of Health and Human Services. [Article](#).
- Substance Abuse and Mental Health Services Administration. (2014). *TIP 52: Clinical supervision and professional development of the substance abuse counselor*. U.S. Department of Health and Human Services. [Article](#).
- Substance Abuse and Mental Health Services Administration. (2017). *TIP 21: Addiction competencies*. U.S. Department of Health and Human Services. [Article](#).

**Optional Text:**

- Texas Health and Human Services. (2023). *Texas Health and Human Services Commission enforcement actions: Licensed chemical dependency counselor program*. [Document](#).

**COURSE OBJECTIVES**

**Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies (Substance Abuse and Mental Health Services Administration, 2017)**

Upon successful completion of this course, through the following competencies students will:

**Understanding Addiction**

- Appreciate the complexity inherent in understanding addiction.
- Be willing to form personal concepts through critical thinking.
- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
- Recognize the importance of contextual variables.
- Have sensitivity to multiple influences in the developmental course of addiction.
- Know varying courses of addiction.

- Be sensitive to multiple influences in the developmental course of addiction.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.

### **Treatment Knowledge**

- Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- Exhibit openness to new information.
- Understand the value of an interdisciplinary approach to addiction treatment.
- Exhibit a commitment to professionalism.

### **Application to Practice**

- Exhibit openness to a variety of treatment services based on client need.
- Understand the continuum of treatment services and activities.
- Be able to describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Know a variety of helping strategies, including but not limited to: evaluation methods and tools, stage-appropriate interventions, motivational interviewing, involvement of family and significant others, mutual-help and self-help programs, coerced and voluntary models, brief and longer term interventions
- Exhibit flexibility in choice of treatment modalities.
- Know cultural differences in verbal and nonverbal communication.
- Know resources to develop individualized treatment plans.
- Appreciation that different approaches work for different people.
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.
- Know how to access and make referrals to available treatment settings and modalities.
- Be willing to respond and follow through in crisis situations.
- Willingness to consult when necessary.

### **Professional Readiness**

- Understand diverse cultures, and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
- Understand the importance of self-awareness in one's personal, professional, and cultural life.
- Develop openness to constructive supervision.
- Be willing to grow and change personally and professionally.
- Understand the importance of ongoing supervision and continuing education in the delivery of client services.
- Know the benefits of self-assessment and clinical supervision to professional growth and development.
- Know supervision principles and methods.
- Be willing to engage in a supervisory relationship.

### **Clinical Evaluation**

- Seek appropriate supervision and consultation.
- Know the counselor's role, responsibilities, and scope of practice.

- Understand the limits of the counselor's training and education.
- Recognize the need for review by or assistance from a supervisor.
- Recognize when consultation is appropriate.
- Understand the supervisor's role and how supervision can contribute to quality assurance and improvement of clinical skills.
- Know how to provide appropriate documentation.
- Be able to incorporate information from supervision and consultation into assessment findings.
- Know rapport-building methods and issues.
- Know what constitutes a crisis.
- Recognize of personal biases, values, and beliefs and their effect on communication and the treatment process.
- Available sources of assistance.
- Know how to apply confidentiality rules and regulations.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.
- Be able to provide appropriate documentation.

### **Treatment Planning**

- Be able to assess information considering a client's age, developmental level, treatment readiness, gender, and racial and ethnic culture.
- Know how to communicate with the client in a manner that is sensitive to the client's age, developmental level, gender, and racial and ethnic culture.
- Know the roles and expectations of significant others involved in treatment.
- Be willing to make referrals to address the client's needs.
- Have respect for the input of a client and significant others.
- Know to consider the client's needs and preferences when selecting treatment settings.
- Understand importance of a client's age, developmental and educational level, gender, and racial and ethnic culture in coordinating resources.
- Be able to reassess the treatment plan at regular intervals or when indicated by changing circumstances.
- Be willing to learn from clinical supervision and modify practice accordingly.

### **Referral**

- Understand service gaps and appropriate ways of advocating for new resources.
- Community resources for both affected children and other household members.
- Willingness to advocate on behalf of the client.
- Know State and Federal legislative mandates and regulations.
- Have respect for a client's ability to initiate and follow up with referral.

### **Service Coordination**

- Know how to access and transmit information necessary for referral.
- Understand assessing the level and intensity of client care needed.
- Know methods for determining a client's progress in achieving treatment goals and objectives.

- Know how to apply confidentiality rules and regulations appropriately.
- Recognize the need to seek support or supervision in client health and safety emergency situations.
- Know how to apply confidentiality rules and regulations in emergency situations (medical/suicide prevention/mandatory reports of child abuse or neglect situations).

### **Documentation**

- Understand protecting client rights to privacy and confidentiality in the preparation and handling of records, especially in relation to the communication of client information with third parties.
- Be willing to seek and accept supervision regarding confidentiality rules and regulations.
- Be committed to professionalism.
- Recognize the absolute necessity of safeguarding records.

### **Professional and Ethical Responsibilities**

- Use a range of supervisory options to process personal feelings and concerns about clients.
- Know the role of supervision.
- Know models of supervision.
- Recognize situations in which supervision is appropriate.
- Participate in ongoing supervision and consultation.
- Understand models of clinical and administrative supervision.
- Have respect for the value of clinical and administrative supervision.

### **Learning Objectives**

1. Students will be able to understand concepts of consultation and supervision for addiction professionals
2. Students will be able to discuss different models and approaches to consultation and supervision for addiction professionals.
3. Students will be able to discuss the ethics pertaining to addiction professionals.
4. Students will be able to discuss the laws and codes pertaining to addiction professionals.
5. Students will understand an ethical decision-making model and be able to walk through an ethical dilemma using an ethical decision-making model.

### **COURSE EXPECTATIONS**

**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 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](#)

**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.

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

**Diversity:** It is my intent to present material and activities that are respectful of diversity. 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 the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity 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. **\*Assignments suspected of plagiarism will be given a grade of 0 with no opportunity to resubmit the assignment.**

- Examples of academic dishonesty include, but are not limited to ([MSU Student Handbook 2023-2024](#), p. 71):
  - I. 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).
  - II. Submission of an assignment as the student's original work that is entirely or partly the work of another person.
  - III. Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
  - IV. Using an artificial intelligence (AI) program to write a paper and submitting its output(s) as your own written work.
  - V. Observing or assisting another student's work.
  - VI. 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.
  - VII. Additional guidelines on procedures in these matters may be found in the Office of Student
- **Rights and Responsibilities**



- I. The term “cheating” includes but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition without permissions, of tests or other academic material belonging to a member of the university, faculty, or staff.
  - II. The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
  - III. The term “collusion” means collaboration with another person in preparing work offered for credit if that collaboration is not authorized by the faculty member in charge.
- **Academic Dishonesty Procedure**
    - I. After an alleged incident of Academic Dishonesty occurs, for which an instructor finds a student responsible for a violation of the Academic Dishonesty Policy, the instructor does the following, in writing:
      - a. Informs the student of the academic sanction(s) to be imposed for the course in which the alleged Academic Dishonesty occurred;
      - b. Informs the student of their right to appeal the sanction(s);
      - c. Notifies the Department Chair of the incident and the sanction(s) imposed.
    - II. The Department Chair then reports the incident and the sanction(s) to the following parties, in writing:
      - a. Dean of the College
      - b. Director of Student Rights and Responsibilities
      - c. Dean of the Dr. Billie Doris McAda Graduate School (if the incident occurred in a graduate course)
      - d. Registrar (if the sanction is a course grade of F)

**\*Note:** if the instructor is a department chair, the Dean of the College assumes the role of the Department Chair in addition to the role of Dean of the College. If the instructor is a dean, the Provost and Vice President for Academic Affairs assumes the role of the Dean of the College.

    - III. The student accepts the academic sanction(s) or appeals the sanction(s) to the Department Chair in writing no later than five (5) working days after being notified of the sanction(s).
    - IV. If the student appeals the sanction(s) imposed by the instructor, the Department Chair investigates the incident and consults with the instructor and student. If the Department Chair and instructor do not agree on the disposition and academic sanction(s), the appeal proceeds directly to the Dean of the College. If the Department Chair and instructor agree on the disposition of the appeal and academic sanction(s), the Department Chair notifies the following parties of the outcome, in writing:

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- a. Student
  - b. Instructor
  - c. Dean of the College
  - d. Director of Student Rights and Responsibilities
  - e. Dean of the Dr. Billie Doris McAda Graduate School (if the incident occurred in a graduate course)
  - f. Registrar (if the sanction is a course grade of F or if a sanction of F is revoked)
- V. The student accepts the decision and academic sanction(s) imposed by the instructor and Department Chair or appeals the decision and academic sanction(s) to the Dean of the College in writing no later than five (5) working days after being notified of the outcome by the Department Chair.
- VI. If the student appeals the decision of the instructor and Department Chair, or if the Department Chair and the instructor did not agree on the disposition and academic sanction(s), the Dean of the College investigates the incident, consults with all parties, decides the disposition of the sanction(s), and informs the following parties of the decision, in writing:
- a. Student
  - b. Instructor
  - c. Dean of the College
  - d. Director of Student Rights and Responsibilities
  - e. Dean of the Dr. Billie Doris McAda Graduate School (if the incident occurred in a graduate course)
  - f. Provost and Vice President for Academic Affairs
  - g. Registrar (if the sanction is a course grade of F or if a sanction of F is revoked)
- VII. The student accepts the decision and academic sanction(s) imposed by the Dean of the College or appeals the decision to the Academic Appeals Committee in writing no later than five (5) working days after being notified of the outcome by the Dean of the College.
- VIII. If the student appeals the decision of the Dean of the College, the Academic Appeals Committee investigates the incident and holds a hearing. The Academic Appeals Committee may confirm or change the outcome decision, remove the sanction(s), confirm the sanction(s), or impose different academic sanctions, and may refer the case to the Student Conduct Committee with a recommendation for a conduct sanction in addition to the academic sanction(s) for the course. The decision of the Academic Appeals Committee is final. The Chair of the Academic Appeals Committee informs the following parties of the decision, in writing:
- a. Student
  - b. Instructor
  - c. Department Chair
  - d. Dean of the College
  - e. Director of Student Rights and Responsibilities
  - f. Dean of the Dr. Billie Doris McAda Graduate School (if the incident occurred in a graduate course)

- g. Provost and Vice President for Academic Affairs
  - h. Registrar (if the sanction is a course grade of F or if a sanction of F is revoked)
- IX. If the Academic Appeals Committee refers the case to the Student Conduct Committee, the Student Conduct Committee shall utilize and review the case records and any prior university conduct history of the responding student to consider exclusively whether to add disciplinary conduct sanctions to the academic sanction(s) for the course already imposed. Based on its review, the Student Conduct Committee will determine whether or not to impose disciplinary conduct sanction(s) on the responding student and what those sanctions would be. The Director of Student Rights and Responsibilities informs the following parties of the decision of the Student Conduct Committee, in writing:
- a. Student
  - b. Instructor
  - c. Department Chair
  - d. Dean of the College
  - e. Director of Student Rights and Responsibilities
  - f. Dean of the Dr. Billie Doris McAda Graduate School (if the incident occurred in a graduate course)
  - g. Provost and Vice President for Academic Affairs
  - h. Registrar (if there is a disciplinary conduct sanction of University Suspension or University Expulsion)

**\*Please see the most current Midwestern State University Student Handbook for more information. [Handbook](#).**

**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:** You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. **\*You should not be copy and pasting each week's**

**post, and doing so will result in loss of points.** Your discussion post is seen as your weekly attendance in class. Failing to post, reply, or do both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it. There is a rubric in Appendix A (**See Appendix A**).

**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.

**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 and the instructor with respect, follow the *American Counseling Association (ACA; 2014) Code of Ethics*, and treat all members of the class and the instructor with respect.

Here are some **FREE** task management, anxiety, and stress management, and writing resources you can consider using during this course and any other course!

#### **Resources for Task Management:**

- Jam board sticky notes on Google Jam Board: [Link to Jamboard on Google](#)
- Letting yourself bounce around when writing
  - Don't be confined to staying in the same paragraph or section; sometimes out brain gets stuck doing this! Try writing in another section if you're stuck and go back later to make sure everything flows!
- Read *Sunday Meeting* by Kerry Ann Rockquomore: [Link to Sunday Meeting Article](#)
  - **STEP #1:** Create Your Skeleton (5 minutes)
  - **STEP #2:** Brain Dump (10 minutes)
  - **STEP #3:** Introduce Your Tasks To Your Calendar
  - **STEP #4:** Decide What to Do With Everything That Doesn't Fit
  - **STEP #5:** Commit to Executing the Plan
- ToDoist Productivity Methods
  - Take the ToDoist quiz and see which productivity method is right for you!
  - [Link to Productivity Type Quiz](#)
  - Examples: Eat the Frog, The Pomodoro Technique, Getting Things Done, Kanban

#### **Resources for Anxiety and Stress Management:**

- Grounding when overwhelmed: [30 Grounding Techniques to Quiet Distressing Thoughts](#)
- Listening to music that lends to productivity
  - [Bilateral Stimulation Music](#) (listened to with headphones)
  - [Classical Study Music](#)
- Stress Management
  - [Manage Stress and Regain Control with 20 Tips to Better Living](#)
  - [Stress Management: How to Reduce and Relieve Stress](#)
  - [Ways to Manage Stress | Web MD](#)

- If at any point in this class the material triggers suicidal feelings or feelings to harm others, here are some resources you can use:
  - **988 Suicide & Crisis Line** at 988 connects you with 24-hour crisis support by calling, texting, or chatting on the website. You can also text 741-741.
  - **Boys Town** at 1-800-448-3000 Crisis, resource, and referral line that assists both teens and parents.
  - **Child-Help USA** at 1-800-422-4453 (1-800-4-A-Child) Assists both child and adult survivors of abuse, including sexual abuse. The hotline, staffed by mental health professionals, also provides treatment referrals.
  - **Covenant House Nineline** at 1-800-999-9999 Crisis counselors are available to talk to homeless individuals and at-risk kids; also offer an on-line forum.
  - **GriefShare** at 1-800-395-5755 for individuals struggling with grief.
  - **National Domestic Violence Hotline** at (800) 799-7233 for individuals experiencing domestic violence.
  - **SAMHSA's Treatment Locator** at 1-800-662-4357 provides you with information about local mental health services.
  - **The Trevor Project Hotline** at 1-866-4-U-TREVOR for LGBTQIA+ individuals feeling suicidal.
  - **Veterans Crisis Line** At 988, then PRESS 1, or Text 838-255 for veterans in distress.

### Resources for Writing:

- Pomodoro Technique
  - [What is the Pomodoro Technique?](#)
  - The Pomodoro Technique is a time management method based on 25-minute stretches of focused work broken by five-minute breaks. Longer breaks, typically 15 to 30 minutes, are taken after four consecutive work intervals. Each work interval is called a pomodoro, the Italian word for tomato (plural: *pomodori*).
  - Tomato Timer: Link to [Tomato Timer](#)
- **Read about and learn APA 7 formatting** if you plan to take any other substance abuse/counseling/psychology courses or plan to pursue a counseling- or psychology-related degree, as APA 7 is the formatting utilized for academic writing. Not only will it help you to get better grades on papers that you submit, but it will help you to better navigate research articles that use APA 7 formatting (which can help with finding references for papers you write).
  - There are free resources uploaded on D2L that you can use to increase your knowledge!
  - Go to **Content > Examples of APA Format**
- Reading different articles or other types of writings on your topic
- [Reverse Outlines: A Writer's Technique for Examining Organization](#)
- Rule of Three: Down, Up, Dental (Book *Bird by Bird* by Anne Lamont)
  - **Down:** put something down
  - **Up:** next part is an updraft that you fix up
  - **Dental:** it's what you really want to say, "picking and polishing every tooth"
- Slow Motion Multi-Tasking (Tim Hartford)
  - [Slow-Motion Multitasking Nurtures Creativity](#)

- SMART goals: [SMART Goals - How to Make Your Goals Achievable](#)
- Use the writing center resources at Midwestern State University
- **Utilize the free tutoring and writing services offered at MSU** to enhance your writing.
  - Even as a current PhD student, I utilize the writing center at Texas Tech University to enhance my writing. Sometimes a second set of eyes helps us to catch things we would not have noticed reading our paper ourselves!
    - <https://msutexas.edu/academics/tasp/>
    - <https://msutexas.edu/academics/tasp/on-campus.php>
  - Use free writing resources that are offered on MSU's website that can help enhance the quality of papers that you write!
    - <https://msutexas.edu/academics/graduate-school/writing-resources.php>
- Working in a group of other writers to brainstorm
- Writing Rocks Method
  - [Rocks, Pebbles, Sand: How to implement in practice](#)

**SEMESTER COURSE OUTLINE**

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Tuesday, January 16th, 2024 – Sunday, January 21st, 2024</p> <p style="text-align: center;"><b>January: Poverty in America Awareness Month</b></p> <p style="text-align: center;"><b>MLK Jr. Day: January 15th, 2024</b></p>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review Full Syllabus</li> <li>• Class Instructions</li> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Hawaii State Department of Health. (2013). <a href="#">Article</a>.</li> <li>• <b>Read</b> Hendershot (2018). <a href="#">Presentation</a>.</li> <li>• <b>Read</b> Kirby (2023). <a href="#">Article</a>.</li> <li>• <b>Read</b> Nathan, W., &amp; Desposito, M. (2023). <a href="#">Article</a>.</li> <li>• <b>Read</b> Eby &amp; Laschober (2014). <a href="#">Article</a>.</li> </ul>
<p>2. Week of Monday, January 22nd, 2024 – Sunday, January 28th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Heers (2023). <a href="#">Article</a>.</li> <li>• <b>Read</b> National Association for Alcoholism and Drug Abuse Counselors. (2021). <i>NAADAC/NCC AP Code of Ethics</i>. <a href="#">Code</a>.</li> <li>• <b>Read</b> Appendix A of the syllabus, The NAADAC Ethical Decision-Making Model</li> </ul>

Midwestern State University  
COUN 4503 Consultation and Supervision for Addictions Professionals

Class Dates	Class Topics	Assignments/Reading
<p>3. Week of Monday, January 29th, 2024– Sunday, February 4th, 2024</p> <p><b>February: Black History Month</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Office of the Secretary of State. (2024). <i>25 Texas administrative code §1.140.I. Code</i>. <a href="#">Download PDF</a>.</li> </ul>
<p>4. Week of Monday, February 5th, 2024 – Sunday, February 11th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Substance Abuse and Mental Health Services Administration. (2017). <a href="#">Article</a>. <ul style="list-style-type: none"> <li>○ Section 1 (Domains I-V), Section 2 (Domains I-V)*</li> <li>○ <b>*Read appendices in Section IV as indicated by the text.</b></li> </ul> </li> </ul>
<p>5. Week of Monday, February 12th, 2024 – Sunday, February 18th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Substance Abuse and Mental Health Services Administration. (2017). <a href="#">Article</a>. <ul style="list-style-type: none"> <li>○ Section 2 (Domains VI-VIII) and Section 3*</li> <li>○ <b>*Read appendices in Section IV as indicated by the text.</b></li> </ul> </li> </ul>
<p>6. Week of Monday, February 19th, 2024 – Sunday, February 25th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Substance Abuse and Mental Health Services Administration. (2014). <a href="#">Article</a>.</li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p>7. Week of Monday, February 26th, 2024 – Sunday, March 3rd, 2024</p> <p><b>March: Developmental Disabilities Awareness Month, Irish American Heritage Month, &amp; Women’s History Month</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Review readings from Weeks 1-7 for Exam #1 next week</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Substance Abuse and Mental Health Services Administration. (2012). <a href="#">Article</a>.</li> </ul>
<p>8. Week of Monday, March 4th, 2024 – Sunday, March 10th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Exam #1 covering readings from Weeks 1-7</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Powell and Brodsky (2004) Ch. 1-5* <ul style="list-style-type: none"> <li>○ <b>*Read Appendices as indicated in the text.</b></li> </ul> </li> <li>• <b>Complete Exam #1</b></li> </ul>
<p>9. Week of Monday, March 11th, 2024 – Sunday, March 17th, 2024</p> <p><b>Week of Spring Break!</b></p>	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i></p> <ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i></p> <ul style="list-style-type: none"> <li>• <b>Read</b> Powell and Brodsky (2004) Ch. 6-10* <ul style="list-style-type: none"> <li>○ <b>*Read Appendices as indicated in the text.</b></li> </ul> </li> </ul>
<p>10. Week of Monday, March 18th, 2024 – Sunday, March 24th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Powell and Brodsky (2004) Ch. 11-13* <ul style="list-style-type: none"> <li>○ <b>*Read Appendices as indicated in the text.</b></li> </ul> </li> </ul>



Class Dates	Class Topics	Assignments/Reading
<p><b>11.</b> Week of Monday, March 25th, 2024 – Sunday, March 31st, 2024</p> <p style="text-align: center;"><b>March 25:</b> <b>Last Day for “W” at 4:00 p.m. – Drops after this date and time will receive grades of “F.”</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Review readings from Weeks 8-11 for Exam #2 next week; Powell and Brodsky (2004) Ch. 1-17</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read Powell and Brodsky (2004) Ch. 14-17*</b> <ul style="list-style-type: none"> <li>○ <b>*Read Appendices as indicated in the text.</b></li> </ul> </li> </ul>
<p><b>12.</b> Week of Monday, April 1st, 2024 – Sunday, April 7th, 2024</p> <p style="text-align: center;"><b>April: Arab American Heritage Month &amp; Autism Acceptance Month</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Exam #2 on readings from Weeks 8-11; Powell and Brodsky (2004) Ch. 1-17</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read Johnson (2018). <a href="#">Presentation.</a></b></li> <li>• <b>Complete Exam #2</b></li> </ul>
<p><b>13.</b> Week of Monday, April 8th, 2024 – Sunday, April 14th, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Professional Consultation and Supervision Simulation paper due by Sunday, 4/14/24 at 11:59pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read Fulton et al. (2016). Article in D2L.</b></li> <li>• <b>Professional Consultation and Supervision Simulation paper due by Sunday, 4/14/24 at 11:59pm</b></li> </ul>
<p><b>14.</b> Week of Monday, April 15th, 2024 – Sunday, April 21st, 2024</p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read Jones &amp; Branco (2020). Article in D2L.</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>15.</b> Week of Monday, April 22nd, 2024 – Sunday, April 28th, 2024</p> <p><b>April 22nd: Earth Day</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Review readings from Weeks 12-15 for Exam #3 next week</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Read</b> Juhnke &amp; Culbreth (1994). <a href="#">Article</a>.</li> <li>• <b>Read</b> Appendix B of the syllabus, Counseling, Consultation, &amp; Collaboration.</li> </ul>
<p><b>16.</b> Week of Monday, April 29th, 2024 – Friday, May 3rd, 2024</p> <p><b>May: Asian Pacific American Heritage, Haitian Heritage, &amp; Jewish American Heritage Month</b></p> <p><b>Spring Graduation: May 11th, 2024</b></p>	<ul style="list-style-type: none"> <li>• Consultation and Supervision</li> <li>• <b>Exam #3 on readings from Weeks 12-15</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board Post &amp; Comment on a Peer’s Post</b></li> <li>• <b>Complete Exam #3</b></li> <li>• <b>*OPTIONAL Read:</b> Texas Health and Human Services. (2023). <a href="#">Document</a>. <ul style="list-style-type: none"> <li>○ This document shows what violations LCDC’s in Texas have made and the associated disciplinary actions.</li> <li>○ <b>*You will NOT be tested on this material.</b></li> </ul> </li> </ul>

**CONGRATULATIONS on reaching the END of the semester!!  
AND on graduating if you are graduating! Go Mustangs! :)**

## EVALUATION AND ASSIGNMENTS

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

**Online Discussion Posts and Comments (15 pts.):** Students are required to answer questions or complete assignments 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 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. Each original post is required to include 200 words minimum, and each response to a peer is required to include 150 words minimum. An academic paragraph consists of a paragraph with at least five sentences in it. **\*The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow these directions to get full points each week. Each discussion post that you do not

complete results in 1 point subtracted from your final grade. Late work will not be accepted and there is a rubric in Appendix C (**See Appendix C**).

**Exam #1 (20 pts):** Students will complete their first exam **covering readings from weeks 1 through 7** 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 exams. Exams feature multiple choice, and true/false questions (**See Appendix D**).

**Exam #2 (20 pts):** Students will complete their second exam **covering readings from weeks 8 through 11** 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 exams. Exams feature multiple choice, and true/false questions (**See Appendix D**).

**Exam #3 (20 pts):** Students will complete their second exam **covering readings from weeks 12 through 15** 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 exams. Exams feature multiple choice, and true/false questions (**See Appendix D**).

**Professional Consultation and Supervision Simulation (25 pts):** Students will discuss and make a supervision plan to address the concerns of a substance abuse counselor who is their supervisee. Students will select one case study out of five options provided in Appendix ## (Case Study A, B, C, D, or E; **See Appendix ##**). The paper must include: an introduction paragraph; information about the case study chosen; a walk-through of the NAADAC Ethical Decision-Making Model relevant to the case chosen; the supervision approach that the student would use in the situation; consultation and referral recommendations that would be made to the supervisee; and a personal reflection and summary. More information on the instructions is provided in Appendix E (**See Appendix E**).

This assignment aims to provide students with a hands-on experience in consultation and supervision, emphasizing the practical application of substance abuse counseling knowledge and skills; a practical understanding of consultation and supervision in substance abuse counseling, fostering the development of critical thinking skills necessary for effective professional practice; and to enhance the students' crisis intervention skills, ethical decision-making, and overall readiness to handle unexpected challenges in a supervisory role. This assignment is particularly valuable in preparing students for the dynamic and unpredictable nature of real-world counseling and supervision scenarios.

Remember, this paper must be written in **\*APA 7 formatting** (e.g., Times New Roman font, size 12 font, double-spaced throughout, title page, page number in the top right corner of the header, headings of each section centered, the first line of each paragraph indented by 0.5", appropriate in-text citations, a references page with alphabetized references that are double-spaced with a hanging indent), using appropriate undergraduate level grammar, and academic writing. There are APA 7 resources located in the "Examples of APA Format" file on D2L if you are unfamiliar

with and or lack confidence in your use of APA 7. **\*If you struggle with writing, please use spell check within Microsoft word, Purdue Owl online, the Grammarly app, and the free writing center at Midwestern State University.** The rubric for this assignment is also available in Appendix E (See Appendix E).

### Points Breakdown

Assignment	Points
Online Discussion Posts and Comments <b>D2L</b>	15
Exam #1: <b>D2L</b>	20
Exam #2: <b>D2L</b>	20
Exam #3: <b>D2L</b>	20
Professional Consultation and Supervision Simulation Paper <b>D2L Dropbox</b>	25
<b>Total Points</b>	<b>100</b>

### Grade Classifications:

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

## EXPECTATIONS AND GUIDELINES

**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.

## STUDENT ETHICS AND OTHER POLICY INFORMATION

**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 [Safety / Emergency Procedures](#). 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.”](#)

**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.

**Campus Crime Reporting:** The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, part of the Federal Higher Education Act of 1965, as amended, and as further amended by the Higher Education Opportunity Act (HEOA), and the Violence Against Women Reauthorization Act of 2013 (collectively known as the "Clery Act") requires that colleges and university participating in federal student aid programs gather and report to the campus community and the federal government statistics for certain crimes that occur on or near campuses and publish policy statements concerning campus safety and security. The Clery Act also requires that such institutions have policies in place to take certain actions when circumstances prescribe that those actions are required. Midwestern State University is committed to the safety of the campus community and compliance with the Clery Act. Information related to the Campus Crime Reporting policy is available in the Midwestern State University Operating Policy 62.07, [Annual Crime Reporting – Clery Act Compliance](#).

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

**Inclement Weather:** Fully online courses may continue as scheduled but any changes in course practices and/or the syllabus will be made known to students through news items and email on D2L.

**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.

**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).

**Midwestern State University Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- 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
- Address student learning
- 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.**

**References + Additional Useful References**

**\*Note:** The citations below are not in proper APA 7 formatting; to make them proper, each citation needs to be double-spaced.

American Counseling Association. (2014). *2014 ACA code of ethics*. [Code](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *2020 APA publication manual* (7th ed.). [Book](#).

American Psychological Association. (2024a). *Detoxification*. [Website](#).

American Psychological Association. (2024b). *Hospitalization*. [Website](#).

American Psychological Association. (2024c). *Partial hospitalization*. [Website](#).

American Psychological Association. (2024d). *Psychiatrist*. [Website](#).

American Psychological Association. (2024e). *Psychologist*. [Website](#).

American Psychological Association. (2024f). *Residential treatment*. [Website](#).

Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counselors* (2nd ed.). [Book](#).

Curtis, M. J., Castillo, J. M., & Cohen, R. M. (2008) Best practices in system-level change. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 887-901). National Association of School Psychologists.

Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Brooks/Cole.

Eby, L. T., & Laschober, T. C. (2014). Effective clinical supervision in substance use disorder treatment: What is it and who benefits? *Advances in Addiction & Recovery*, 27-29. [Article](#).

Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*. American Counseling Association. [Article](#).

Fulton, C. L., Kjellstrand Hartwig, E., Ybañez-Llorente, K., & Schmidt, E. (2016). Clinical supervision in the addictions field: A case example of effective gatekeeping. *Alcoholism Treatment Quarterly*, 34(1), 48-62. [Article](#).

Hawaii State Department of Health. (2013). *Twelve core functions of the alcohol and other drug abuse counselor*. [Article](#).

Heers, S. (2023, Oct. 12). *Peer consultation for therapists: What to expect*. Firelight Supervision. [Article](#).

- Hendershot, W. (2018, Sept. 25). Similarities & differences of counseling, consultation, and supervision. Prezi. [Presentation](#).
- Hendricks, B. E., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal*, 19, 217-224. [Code](#).
- Johnson, M. (2018, Dec. 11). *Ethical and professional issues in addiction counseling*. NAADAC. [Presentation](#).
- Jones, C. T., & Branco, S. F. (2020). Trauma-informed supervision: Clinical supervision of substance use disorder counselors. *Journal of Addictions & Offender Counseling*, 41(1), 2–17. [Article](#).
- Juhnke, G. A., & Culbreth, J. R. (1994). *Clinical supervision in addictions counseling: Special challenges and solutions*. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services. [Article](#).
- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014) 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, 92, 366-372. [Article](#).
- Kirby, J. (2023). *The difference between consultation and supervision*. New Perspective Consultation & Supervision. [Article](#).
- Ling, T. J., & Hauck, J. M. (2017). The ETHICS model: Comprehensive, ethical decision making. *Vistas online: American Counseling Association*. [Article](#).
- Mahaffey, B. A., & Wilson, S. (2015). Utilizing a case study and an ethical decision-making model for supervision and counselor education. *Vistas Online: American Counseling Association*. [Article](#).
- Nathan, W., & Desposito, M. (2023, Oct. 16). *The benefits of clinical consultation groups*. Counseling Today. [Article](#).
- National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Code](#).
- Office of the Secretary of State. (2024). *25 Texas administrative code §1.140.I*. [Code](#). [Download PDF](#).
- Powell, D. J., & Brodsky, A.. (2004). *Clinical supervision in alcohol and drug abuse counseling: Principles, models, methods*. Jossey-Bass.
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Substance Abuse and Mental Health Services Administration. (2012). *TIP 21-A: Competencies for substance abuse treatment clinical supervisors*. U.S. Department of Health and Human Services. [Article](#).

Substance Abuse and Mental Health Services Administration. (2014). *TIP 52: Clinical supervision and professional development of the substance abuse counselor*. U.S. Department of Health and Human Services. [Article](#).

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Texas Department of State Health Services. (2011). *Licensed chemical dependency counselor program: LCDC code of ethics*. [Article](#).

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Vertava Health. (2022, April 7). *The difference between IOP and PHP*. [Website](#).

## APPENDIX A

### NAADAC ETHICAL DECISION-MAKING MODEL

#### PRINCIPLE VIII: RESOLVING ETHICAL CONCERNS (NAADAC, 2021)

**VIII-3 Decision Making Model** Addiction professionals shall utilize and document, when appropriate, an ethical decision-making model when faced with an ethical dilemma. A viable ethical decision-making model shall include, but shall not be limited to: (a) supervision and/or consultation regarding the concern; (b) consideration of relevant ethical standards, principles, and laws; (c) generation of potential courses of action; (d) deliberation of risks and benefits of each potential course of action; (e) selection of an objective decision based on the circumstances and welfare of all involved; and (f) reflection upon, and re-direction when necessary, after implementing the decision.

An **ethical decision-making model** is a tool for counselors to use when making decisions concerning ethical dilemmas. Ethical decision-making models provide a framework for analyzing ethical dilemmas and serve as a guide for identifying potential solutions. The hope is that their use will help ensure that ethical, minimally harmful decisions are made by counselors. Further, should a counselor's action(s) ever be put into question, documenting use of an ethical decision-making model effectively communicates the decision-making process utilized.

**The National Association for Alcoholism and Drug Abuse Counselors (NAADAC) promotes and encourages the use of the 10-step comprehensive decision-making process/model provided below:**

1. Identify the ethical dilemma(s) and/or legal issue(s). Examine the nature and dimensions of the dilemma.
2. Apply the *NAADAC Code of Ethics* and applicable laws.
3. Consult with a clinical supervisor, consultant-expert, or experienced colleague. Determine if there are any potential legal concerns, and if consultation with an attorney is warranted.
4. Generate a list of all potential courses of action and solutions.
5. Evaluate each option to identify potential consequences (beneficial and detrimental) of acting on the action(s)/solution(s) generated.
6. Implement the chosen course(s) of action.
7. Document the entire situation, including this ethical decision-making activity, appropriately.
8. Analyze the implementation of the chosen course(s) of action.
9. Reflect on the outcome(s) of the course of action after its implementation. Make adjustments and re-direct when necessary.
10. Re-assess if implementation was not successful and begin decision-making process again.

## APPENDIX B

### COMPARING COUNSELING, CONSULTATION, & COLLABORATION

(American Counseling Association [ACA], 2014; Curtis et al., 2008; Dougherty, 2014; Hendricks et al., 2011; Kaplan et al., 2014; National Association for Alcoholism and Drug Abuse Counselors [NAADAC], 2021)

	<b>Counseling</b>	<b>Consultation</b>	<b>Collaboration</b>
<b>Definition</b>	"Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (Kaplan et al., 2014, p. 366).	"Consultation is an indirect process in which a human service professional assists a consultee with a work-related (or caretaking-related) problem with a client system, with the goal of helping both the consultee and client system in some specified way" (Dougherty, 2014, p. 7).	"Two or more people working together, using systemic planning and problem-solving procedures to achieve desired outcomes" (Curtis et al., 2008, p. 890).
<b>Provider Credentials</b>  <i>*Requires a master-level degree</i>	Licensed Chemical Dependency Counselor (LCDC) Licensed Marriage and Family Therapist (LMFT)* Licensed Professional Counselor (LPC)*	No required or standard credential. A consultee seeking a consultant may have no credential, a lesser credential, the same credential, or more credentialing that the consultant.	No required or standard credential. Collaborators may have no credentials, differing credentials, or the same credentials.
<b>Confidentiality</b>	Defined by laws (Texas Administrative Code) & ethical standards (ACA, 2014; Hendricks et al., 2011; NAADAC, 2021)	Not governed by law or ethical standards, should be defined in informed consent (ACA, 2014, D.2.b)	Not governed by law or ethical standards
<b>Who has Power?</b>	The Counselor (e.g., the power to use mandatory mental health holds)	The consultant has expertise that is sought by the consultee	Power is shared among two or more collaborators
<b>Ethically Required to Provide an Informed Consent?</b>	Always (ACA, 2014, A.2; Hendricks et al., 2011, Section B; NAADAC, 2021, Principle I-2)	Always (ACA, 2014, D.2.b; Hendricks et al., 2011, Sections B.15; NAADAC, 2021, Principle VII-17)	No

### References

American Counseling Association. (2014). *2014 ACA code of ethics*. [Code](#).

- Curtis, M. J., Castillo, J. M., & Cohen, R. M. (2008) Best practices in system-level change. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 887-901). Bethesda, MD: National Association of School Psychologists.
- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Brooks/Cole.
- Hendricks, B. E., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal*, *19*, 217-224. [Code](#).
- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014) 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, *92*, 366-372. [Article](#).
- National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Code](#).

### APPENDIX C

**Online Discussion Posts and Comments (15 pts.):** Students are required to answer questions or complete assignments 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 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. Each original post should include at least three academic paragraphs amounting to 200 words minimum. An academic paragraph consists of a paragraph with at least five sentences in it. **\*The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow these directions to get full points each week. Each discussion post that you do not complete results in 1 point subtracted from your final grade. Late work will not be accepted. See rubric below.

**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 (ACA; 2014) Code of Ethics*, and treat all members of the class and the instructor with respect.

**Rubric of Online Assignments and Comments (Possible 15 Pts.)**

Week	Original Post	Response to a Peer	Full Points
1	0.5 points	0.5 points	1 point
2	0.5 points	0.5 points	1 point
3	0.5 points	0.5 points	1 point
4	0.5 points	0.5 points	1 point
5	0.5 points	0.5 points	1 point
6	0.5 points	0.5 points	1 point
7	0.5 points	0.5 points	1 point
8	0.5 points	0.5 points	1 point
<b>Nothing Due Week 9 for Spring Break</b>			
10	0.5 points	0.5 points	1 point
11	0.5 points	0.5 points	1 point
12	0.5 points	0.5 points	1 point
13	0.5 points	0.5 points	1 point
14	0.5 points	0.5 points	1 point
15	0.5 points	0.5 points	1 point
16	0.5 points	0.5 points	1 point
<b>Total Points Earned</b>	<b>7.5 points</b>	<b>7.5 points</b>	<b>15 points</b>

## APPENDIX D

### EXAM INFORMATION

**Exam #1 (20 pts):** Students will complete their first exam **covering readings from weeks 1 through 7** 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 exams. Exams feature multiple choice and true/false questions.

- **Read** Hawaii State Department of Health. (2013). [Article](#).
- **Read** Hendershot (2018). [Presentation](#).
- **Read** Kirby (2023). [Article](#).
- **Read** Nathan, W., & Desposito, M. (2023). [Article](#).
- **Read** Eby & Laschober (2014). [Article](#).
- **Read** Heers (2023). [Article](#).
- **Read** National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP Code of Ethics*. [Code](#).
- **Read** Appendix A of the syllabus, The NAADAC Ethical Decision-Making Model
- **Read** Office of the Secretary of State. (2024). *25 Texas administrative code §1.140.I*. [Code](#). [Download PDF](#).
- **Read** Substance Abuse and Mental Health Services Administration. (2017). [Article](#).
  - Section 1 (Domains I-V), Section 2 (Domains I-V)\*
  - **\*Read appendices in Section IV as indicated by the text.**
- **Read** Substance Abuse and Mental Health Services Administration. (2017). [Article](#).
  - Section 2 (Domains VI-VIII) and Section 3\*
  - **\*Read appendices in Section IV as indicated by the text.**
- **Read** Substance Abuse and Mental Health Services Administration. (2014). [Article](#).
- **Read** Substance Abuse and Mental Health Services Administration. (2012). [Article](#).

**Exam #2 (20 pts):** Students will complete their second exam **covering readings from weeks 8 through 11** 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 exams. Exams feature multiple choice and true/false questions.

- **Read** Powell and Brodsky (2004) Ch. 1-5\*
- **Read** Powell and Brodsky (2004) Ch. 6-10\*
- **Read** Powell and Brodsky (2004) Ch. 11-13\*
- **Read** Powell and Brodsky (2004) Ch. 14-17\*
- **\*Read Appendices as indicated in the text.**

**Exam #3 (20 pts):** Students will complete their second exam **covering readings from weeks 12 through 15** 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 exams. Exams feature multiple choice and true/false questions.

- **Read** Johnson (2018). [Presentation](#).
- **Read** Fulton et al. (2016). Article in D2L.
- **Read** Jones & Branco (2020). Article in D2L.
- **Read** Juhnke & Culbreth (1994). [Article](#).
- **Read** Appendix B of the syllabus, Counseling, Consultation, & Collaboration.

## APPENDIX E

### PROFESSIONAL CONSULTATION AND SUPERVISION SIMULATION ASSIGNMENT INSTRUCTIONS AND DETAILS

***Professional Consultation and Supervision Simulation (25 pts):*** Students will discuss a case through application of supervision and consultation knowledge gained in this course. Students will discuss and make a supervision plan to address the concerns of a substance abuse counselor who is their supervisee. Students will select one case study out of five options provided below (Case Study A, B, C, D, or E). The paper must include: an introduction paragraph; information about the case study chosen; a walk-through of the NAADAC Ethical Decision-Making Model (**See Appendix ##**) relevant to the case chosen; the supervision approach that the student would use in the situation; consultation and referral recommendations that would be made to the supervisee; and a personal reflection and summary. More information on the instructions is provided below.

This assignment aims to provide students with a hands-on experience in consultation and supervision, emphasizing the practical application of substance abuse counseling knowledge and skills; a practical understanding of consultation and supervision in substance abuse counseling, fostering the development of critical thinking skills necessary for effective professional practice; and to enhance the students' crisis intervention skills, ethical decision-making, and overall readiness to handle unexpected challenges in a supervisory role. This assignment is particularly valuable in preparing students for the dynamic and unpredictable nature of real-world counseling and supervision scenarios. Please use texts from this class, 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.

Remember, this paper must be written in **\*APA 7 formatting** (e.g., Times New Roman font, size 12 font, double-spaced throughout, title page, page number in the top right corner of the header, headings of each section centered, the first line of each paragraph indented by 0.5", appropriate in-text citations, a references page with alphabetized references that are double-spaced with a hanging indent), using appropriate undergraduate level grammar, and academic writing. There are APA 7 resources located in D2L if you are unfamiliar with and or lack confidence in your use of APA 7. **\*If you struggle with writing, please use spell check within Microsoft word, Purdue Owl online, the Grammarly app, and the free writing center at Midwestern State University.** The rubric for this assignment is provided below.

#### **Required Components of Paper**

It is expected that each of the components below be included in your paper. While the introduction does not require a heading, it is expected that all other bolded components below be used for the heading titles in your paper.

**Introduction:** The introduction of a paper does not receive a heading in APA 7. Introduce the assignment using **\*a minimum of 5 sentences**, ending the introduction with a thesis statement that includes the points discussed in the paper.



**Case Study Selection:** Through **\*no less than** two paragraphs that are at least 5 sentences each, identify which case you have chosen and explain why you chose the case that you did for this assignment. Do not copy and paste the case description written in the syllabus into your paper; you must use your own language when describing the case that you chose.

**Ethical Decision-Making Model:** Through **\*no less than** two paragraphs that are at least 5 sentences each, work through all 10 steps of the NAADAC Ethical Decision-Making Model (See **Appendix ##**) and identify at least **three** specific codes from the *NAADAC Code of Ethics* (2021) relevant to the case you have chosen.

**Supervision Approach:** Through **\*no less than** two paragraphs that are at least 5 sentences each: define supervision and the role of supervision; identify the supervision model that you would implement and why (e.g., a developmental approach, a psychodynamic model, the skills model, family therapy model, a blended model). As a supervisor you must analyze the ethical considerations, propose solutions, outline areas for improvement, and discuss the potential impact on all parties involved. Be thoughtful about what interventions you might utilize; identify at least three techniques you would use with your supervisee and why you would use each one (Powell & Brodsky, 2004). Also, identify some of the characteristics you think are important to exude as a supervisor. Strategies should promote cultural sensitivity.

**Consultation and Referral Recommendations:** Through **\*no less than** two paragraphs that are at least 5 sentences each: define consultation and the role of consultation; identify any types of consultations and referrals to which you would refer your supervisee. You may see the list of “Types of Professionals and Levels of Care to Consider” that follows the case options below for ideas. Recommendations should promote cultural sensitivity.

**Personal Reflection and Summary:** Through **\*no less than** two paragraphs that are at least 5 sentences each, describe what this assignment was like for you to complete, your personal areas for growth relevant to supervision and consultation, and summarize the contents of your paper.

**References:** In APA 7, a References page is started on its own new page at the end of a paper. The title of “References” should be bolded and centered at the top of the page, followed by an alphabetized list of any references that were cited in the text of your paper. **\*Do not** include a reference in your paper that is not listed on your references page and vice versa; double check that all references in your paper are listed on your references page and vice versa.

## Case Studies to Choose From

### Case Study A

Amelia, a 43-year-old female, attends individual counseling for opioid addiction. She discloses that her partner engages in coercive and physically abusive control tactics, including withholding access to treatment resources and sabotaging her recovery efforts through various methods, e.g., hiding her car keys, encouraging opioid use with him. Amelia’s situation becomes a crisis due to the potential impacts of coercive control and physical abuse on her ability to maintain recovery.

The counselor must address immediate safety concerns, collaborate with support services, and navigate the complexities of intimate partner violence.

### **Case Study B**

Hamed, a 30-year-old Middle Eastern and Muslim male, seeks counseling for alcohol dependence and PCP abuse. During a session, he discloses persistent thoughts of suicide related to overwhelming stressors in his personal and professional life. Hamed's disclosure of suicidal ideation creates an immediate crisis in ensuring his safety. The counselor is unsure of how long and how lethal the suicidal feelings are but does notice what seem to be recently scabbed over cuts on Hamed's ankles and arms. The counselor must develop a suicide prevention plan, coordinate with mental health professionals, and address the underlying factors contributing to the suicidal thoughts.

### **Case Study C**

Shontae, a 25-year-old Black female, is part of a substance abuse counseling group. During a group session, another member discloses that they shared personal information about Shontae's struggles with addiction leading to a diagnosis of Hepatitis C to a third party outside of the group, breaching group rules about confidentiality. Shontae is devastated upon learning about the confidentiality breach and threatens to discontinue group participation. The counselor faces a crisis in rebuilding trust within the group, addressing the breach ethically, minimizing the potential for group members to relapse, and managing the potential emotional fallout among group members.

### **Case Study D**

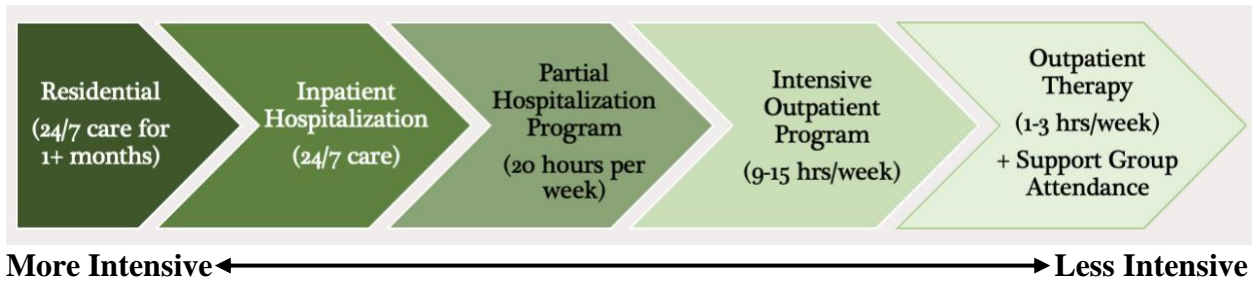
Gerald, a White 55-year-old seasoned substance abuse counselor, has been experiencing signs of burnout due to the emotional toll of working with clients with severe addiction issues. He finds himself emotionally drained, with diminishing empathy and effectiveness in sessions. Gerald reaches a point where he questions his ability to provide effective counseling, leading to decreased job satisfaction, increased frequency of alcohol use, showing up late to sessions, and potential negative impacts on client care. The crisis involves addressing counselor burnout, preventing compassion fatigue and the development of an addiction, and ensuring ongoing professional development.

### **Case Study E**

Cho, a 19-year-old Asian male, has a history of opioid addiction. He recently completed a detox program, and seemingly exhibits traits of autism spectrum disorder but has not been formally diagnosed. However, he overdoses on opioids shortly after discharge. Emergency services respond to Cho's overdose, and he is readmitted to a behavioral hospital for stabilization. The counselor is faced with the crisis of addressing the overdose, ensuring Cho's safety, and revising the aftercare plan created before his discharge. The counselor must reassess the aftercare plan, collaborate with medical professionals, and address the emotional impact of the overdose on Cho's motivation for as well as perspective of recovery.

## Types of Professionals and Levels of Care to Consider

### Spectrum of Levels of Care



**Detoxification:** This is “a therapeutic procedure, popularly known as detox, that reduces or eliminates toxic substances (e.g., alcohol, opioids) in the body. The procedure may be metabolic (by converting the toxic substance to a less harmful agent that is more easily excreted), or it may require induced vomiting, gastric lavage (washing), or dialysis, depending upon the nature of the poison and other factors. In many cases, detoxification occurs in a clinic, hospital unit, or residential rehabilitation center devoted to treating individuals for the toxic effects of alcohol or drug overdose and to managing their acute withdrawal symptoms; these facilities may also provide professional- or peer-run social support during the detox process (known as social setting detoxification)” (American Psychological Association[APA], 2024a, para. 1).

**Hospitalization:** This involves “the placement of an individual in a hospital or mental health facility for treatment” (APA, 2024b, para. 1). This level of treatment is used when a person is deemed a danger to themselves or other, and this treatment can include detoxification.

**Partial Hospitalization:** This is “hospital treatment of patients on a part-time basis (i.e., less than 24 hours per day)” (APA, 2024c, para. 1). “For some people, attending inpatient drug rehab may not be an option, and that’s why intensive outpatient programs (IOPs) and partial hospitalization programs (PHPs) exist. If you’re considering rehab, you may be concerned about leaving life behind for an extended period of time while focusing on healing. In truth, this method is often the best way, as it gives you the greatest chance at success in recovery. However, if you can’t participate in an extended rehab stay, there may be other options. The main difference between IOPs and PHPs is the length of time. Intensive outpatient programs are typically completed in a rehab facility setting, a few days a week for a few hours each day. Partial hospitalization programs are longer, at least four hours a day, and at least five days a week, also in a rehab setting ... These programs are usually available in rehab facilities or hospitals. When you participate in an IOP or PHP, you’ll receive care and undergo treatment methods similar to those found in rehabs. Just as with rehab programs, there is no set session length or duration. The amount of time you’ll spend within these programs depends on your individual needs. The goal of IOPs and PHPs is to provide participants with continued access to necessary treatment modalities. These may include treatments such as: Group therapy, Individual counseling, Cognitive-behavioral therapy (CBT), Dialectical behavioral therapy (DBT), Relapse prevention skills. In certain PHPs, participants may undergo medication-assisted therapy, such as suboxone, when needed. Depending on the rehab you choose for your program, you may participate in any number of recreational activities or treatment modalities offered in the facility.

Some rehabs provide outdoor-based programs and skill-building activities utilizing the great outdoors. Others may incorporate yoga, stress management techniques, and more. When the treatment program may be over for you, you can continue treatment principles and work toward your recovery goals when you enter a PHP or IOP” (Vertava Health, 2022, paras. 1-5).

**Psychiatrist:** Someone who attended medical school and completed a medical doctorate (MD) that can provide medications and therapy, but typically only prescribe medications. This is “a physician who specializes in the diagnosis, treatment, prevention, and study of mental, behavioral, and personality disorders” (APA, 2024d, para. 1).

**Psychologist:** Someone who attended a doctorate program in psychology and is professionally trained in one or more branches or subfields of psychology. “Psychologists work in a variety of settings, including laboratories, schools (e.g., high schools, colleges, universities), social agencies, hospitals, clinics, the military, industry and business, prisons, the government, and private practice. The professional activities of psychologists are also varied but can include psychological counseling, involvement in other mental health care services, educational testing and assessment, research, teaching, and business and organizational consulting. Formal certification or professional licensing is required to practice independently in many of these settings and activities” (APA, 2024e, para. 1). Additionally, psychologists can do psychological testing to determine a person’s mental health diagnosis(es).

**Residential Treatment:** This is “treatment that takes place in a hospital, specialized center, or other facility that offers a treatment program and residential accommodation. Some programs require residence for a specific time (e.g., 1 month for treatment of a substance use disorder), and some allow patients to learn or work in the community during the day” (APA, 2024f, para. 1).

## References

- American Psychological Association. (2024a). *Detoxification*. [Website](#).
- American Psychological Association. (2024b). *Hospitalization*. [Website](#).
- American Psychological Association. (2024c). *Partial hospitalization*. [Website](#).
- American Psychological Association. (2024d). *Psychiatrist*. [Website](#).
- American Psychological Association. (2024e). *Psychologist*. [Website](#).
- American Psychological Association. (2024f). *Residential treatment*. [Website](#).
- Vertava Health. (2022, April 7). *The difference between IOP and PHP*. [Website](#).

***Professional Consultation and Supervision Simulation Rubric (Possible 25 pts.)***

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Some Development</b>	<b>3 Developing</b>	<b>4 Proficient</b>	<b>5 Accomplished</b>	<b>Pts</b>
<b>Title Page + Introduction to the Assignment + Case Study Selection</b>	Student does not provide a title page, introduction, or case study for the assignment.	Student provides a title page, writes an introduction to the assignment, and provides a case study, however, they are vague and/or do not meet the academic paragraph minimums. The student may also have poor academic writing, and or APA 7 formatting.	Student provides a title page, writes an introduction to the assignment, and provides a case study, however, there are moderate academic writing, grammar issues, punctuation issues and or APA 7 formatting problems.	Student appropriately provides a title page, writes an introduction to the assignment, and provides a case study, meeting the academic paragraph minimum requirements for each section. These sections have a moderate to low amount of academic writing, grammatical, and or APA errors.	Student exceptionally provides a title page, writes an introduction to the assignment, and provides a case study, meeting the academic paragraph minimums required for each section. These sections have little to no academic writing, grammatical, and or APA errors.	
<b>Ethical Decision-Making Model</b>	Student does not include an ethical decision-making section.	Student employs an ethical decision-making model; however, it is vague, incomplete, and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, and or APA 7 formatting.	Student employs an ethical decision-making model, however, there are moderate academic writing, grammar issues, punctuation issues and or APA 7 formatting problems.	Student appropriately employs an ethical decision-making model and meets the two-paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, and or APA errors.	Student exceptionally employs an ethical decision-making model and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, and or APA errors within the section.	

Midwestern State University  
COUN 4503 Consultation and Supervision for Addictions Professionals

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Some Development</b>	<b>3 Developing</b>	<b>4 Proficient</b>	<b>5 Accomplished</b>	<b>Pts</b>
<b>Supervision Approach</b>	Student does not identify a supervision approach for the case study client within this section.	Student offers a supervision approach to use for the case study, however, it is vague and/or does not meet the four-paragraph minimum. The student may also have poor academic writing, and or APA 7 formatting.	Student offers a supervision approach to use for the case study, however, there are moderate academic writing, grammar issues, punctuation issues and or APA 7 formatting problems.	Student appropriately offers a supervision approach to use for the case study and meets the two-paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, and or APA errors.	Student exceptionally offers a supervision approach to use for the case study and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, and or APA errors within the section.	
<b>Consultation and Referral Recommendations</b>	Student does not provide a section on consultation and referral recommendations for the case study.	Student provides a section on consultation and referral recommendations for the case study; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student provides a section on consultation and referral recommendations for the case study, however, there are moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student provides a section on consultation and referral recommendations for the case study and meets the two-paragraph minimum. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a section on consultation and referral recommendations for the case study and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.	

Midwestern State University  
COUN 4503 Consultation and Supervision for Addictions Professionals

<b>Criteria</b>	<b>1 Improvement Needed</b>	<b>2 Some Development</b>	<b>3 Developing</b>	<b>4 Proficient</b>	<b>5 Accomplished</b>	<b>Pts</b>
<b>Personal Reflection and Summary + References Page</b>	Student does not provide a personal reflection and summary section, or a references page.	Student provides a personal reflection and summary section; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.  There is a references page, but it has poor APA 7 formatting.	Student writes a personal reflection and summary section, however, there are moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.  There is a references page, but it has moderate APA 7 formatting issues.	Student provides a personal reflection and summary section and meets the two-paragraph minimum. This section has a moderate to low amount of academic writing, grammatical, or APA errors.  There is a references page, but it has moderate to low APA 7 formatting issues.	Student exceptionally provides a personal reflection and summary section and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.  There is a references page, and it has little to no APA 7 formatting issues.	
<b>Total points out of 25</b>						

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