CASPER COLLEGE COURSE SYLLABUS
Addictions Assessment
ADDN 2010-N1
Spring 2015

Lecture Hours: 3        Lab Hours: none        Credit Hours: 3

Class Time: online        Days: N/A        Room: N/A

Instructor’s Name: Brandon Kosine, Ph.D., LPC

Instructor's Contact Information: email and voicemail are the best ways to get in touch with me.

Office Phone: (307) 268-2221        Email: bkosine@caspercollege.edu

Office Hours: Tues: 10-11am; 12:30-2:30pm
Thurs: 10-11am; 12:30-2:30pm

Course Description: Addictions Assessment provides an overview of the process of assessment of addictive behaviors including alcohol and drugs, smoking, and eating disorders. Foci are on the behavioral, psychological/cognitive-expectational, and physiological components of specific addictive behaviors.

Statement of Prerequisites: Seven credit hours of psychology or permission from instructor.

Required Text, Readings, and Materials:

− The ASAM Criteria—Treatment Criteria for Addictive, Substance-Related, and Co-occurring Conditions, 3rd Edition (2013). You can get this book at http://www.asam.org/publications/the-asam-criteria and it is $95. You need to have the 3rd edition as ASAM made numerous changes, and this will be the most current placement criteria you will use in practice.

The following texts are available for free from the National Clearinghouse for Alcohol and Drug Information in hard copy or PDF downloads. http://ncadistore.samhsa.gov/catalog/pubseries.aspx
− TAP 21 Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
− TIP 50 Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment (SMA) 09-4381
− TIP 48 Managing Depressive Symptoms in Substance Abuse Clients During Early Recovery

Additional reading materials will be available through internet sources and Moodle.
Goal: Students will learn the Trans-theoretical Foundations of Addiction Counseling Practice Dimensions summarized in SAMSHA document TAP 21 Addiction Counseling Competencies: The knowledge, skills, and attitudes of professional practice related to assessment, screening, and treatment planning. Students will also become familiar and learn to apply the major quantitative and clinical assessments used in the treatment of addictions.

Casper College General Education Outcomes: This course’s objectives link to outcomes 1, 3, and 4.

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Course Objectives: Upon completion of this course, students should be able to:
1. Identify and use appropriate Addiction Severity Index assessment tool with clients. (Gen Ed Outcomes 3&4)
2. Identify measures of addictions that are reliable and valid. (Gen Ed Outcome #3)
3. Identify when an addictions client needs a mental status exam. (Gen Ed Outcome #3)
4. Use information from ASI assessment to inform treatment recommendations according to the ASAM Criteria. (Gen Ed Outcome #3)
5. Write basic summaries and conclusions statements based on information taken from various addictions assessments. (Gen Ed Outcome #1)
6. Identify several tests that measure substances in a client’s system and choose an appropriate test. (Gen Ed Outcome #3)
7. Identify and apply the diagnostic criteria for substance use disorders from both the DSM-IV-TR and the DSM-5. (Gen Ed Outcome #3)

Methodology: Course material will be delivered via online lectures, interactive online experiences, simulated activities and videos, use of assessment instruments, and forum discussions.

Evaluation Criteria:

Assignments: I will provide two assignments throughout the semester that are relevant to the material we are reading and discussing. They will not be long, but will serve to check your understanding of the material. Please be sure to watch for these in the weeks that come, but they will be made explicit in that week’s assignment outline. Each assignment is worth 25 points for a total of 50 points.

Midterm & final exams: You will have a midterm and final exam in this course. Each of the exams will be applied in nature and also check your understanding of the material from each half of the semester. These will be open book, open notes, but you cannot use each other to complete the exam. Dates of the exams are posted in the course schedule. Each exam is worth 100 points for a total of 200 points.
**Weekly Posts:** You are required to post an initial response to the readings, case studies, or other information you may have found and then a response to someone else’s post. All posts must be thoughtful, though provoking, clear and concise, and add to the discussion. “Good post”, “I like your thoughts, “Ditto”, etc. are not acceptable posts for grading. If you like someone’s thoughts, please let them know, but state what it was about their thoughts you liked and then add another thought. **Posts and responses are due by each Sunday by midnight, and late posts will not be accepted or graded.** Please also read all the requirements for the post each week as I will deduct points if all questions are not answered. I know life happens, so I am going to require a total of 15 weeks of posts…meaning you have one week off whenever you choose. **Each week’s posts are worth a total of 20 points for a course total of 300 points.** Here is the rubric I will use for your posts each week:

**Initial Discussion Posts (15 Points)**

<table>
<thead>
<tr>
<th>Unsatisfactory (0 points)</th>
<th>Minimum 1-4 points</th>
<th>Satisfactory 5-8 points</th>
<th>Very Good 9-12 points</th>
<th>Outstanding 13-15 points</th>
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</thead>
<tbody>
<tr>
<td>No posting made.</td>
<td>Brief posting lacking much thought, substance, does not address the assignment or course readings.</td>
<td>Thoughtful post, obviously written by the student that shows some understanding of assignment and course readings but fails to follow through or ignores instructors prompts to further refine the post.</td>
<td>Includes characteristics of the Satisfactory box plus includes example(s) relative to the course readings or real life.</td>
<td>Includes characteristics of the “Very Good” box plus includes an outside resource such as a research finding, or current media link relevant to the course reading or real life.</td>
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<tr>
<td>Posting was just a link to a website with no original information.</td>
<td>Student did not use spell check.</td>
<td>Student did not use spell check.</td>
<td>Takes prompts from the instructor in how to develop a more full answer or thread.</td>
<td>Students post generates a lot of peer responses and furthers the discussions.</td>
</tr>
<tr>
<td>Posting was just information cut and pasted off internet with no original thought or effort.</td>
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Threaded Discussion Replies (5 points)

<table>
<thead>
<tr>
<th>Unsatisfactory 0 points</th>
<th>Minimum 1-2 points</th>
<th>Satisfactory 3-4 points</th>
<th>Very Good 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No replies are made to fellow students. Responses are trite, inane or just topical (I really liked your comment or good post).</td>
<td>Respond to at least one fellow student in a personalized &amp; meaningful way.</td>
<td>Response to one fellow students and clearly adds to, modifies, questions or extends their posts.</td>
<td>Includes characteristics of the “Satisfactory” box plus shows considerable thought and furthers meaningful discussion and/or debate.</td>
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<tr>
<td>Lack of civility in replying.</td>
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**Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**

Grading Scale:

- 495 – 550 = A
- 440 – 494 = B
- 385 – 439 = C
- 330 – 384 = D
- 0 – 329 = F

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:

1. Late assignments are not accepted without prior approval from the instructor. Late assignments will only be accepted for college excused absences and major emergencies. Each week will open by at least Monday at 8:00am. Your weekly posts can be made anytime between Monday at 8:00am and the following Sunday by midnight each week. Any post after that time frame will not be graded.

2. Missed examinations: If you need to miss an examination, you need to contact the instructor BEFORE the day of the examination. Unexcused examinations cannot be made-up and students will receive a zero for the exam. (This goes for large assignments as well)

3. You are responsible for all the assigned readings. All assigned readings are testable.

4. Active participation in class is expected from all students. The research shows there is a strong relationship between students attending and participating in class and grade performance. Please also let me know if you missed a week due to an emergency or illness.

5. Engage with the material, class, discussions, and assignments! Research also shows that students who exert more psychological and emotional energy towards academics have higher satisfaction and grades in college. Plus, it makes class a lot more fun for all of us!
6. Withdrawing from class: Students may withdraw from this class without a “W” on your transcripts up until February 2nd. The last day to withdraw from this class during the semester is April 16th. Please come see me if you feel you need to withdraw.

7. Please come see me during my office hours, or schedule a time to meet if you are having any difficulty with this course. If you are out of town, please let me know as we can use some other communication method such as Skype or Facetime. It is my job to help you succeed.

**The content in this course can be sensitive in nature. If you are having difficulties or need support, please let me know and also contact the Counseling Center at 268-2267 or go to the Casper College Student Union/University of Wyoming at Casper Room 202.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods. **I do not use Moodle Mail, so please be sure to email me at bkosine@caspercollege.edu.**

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
**Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week of</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 20</td>
<td>DAT Ch. 1; Syllabus, ASAM Definition of Addiction</td>
<td>Introduction forum Syllabus Forum Reading Forum</td>
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<tr>
<td>2</td>
<td>Jan 26</td>
<td>DAT Ch. 2 &amp; 3</td>
<td>Forum</td>
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<td>3</td>
<td>Feb 2</td>
<td>DAT Ch. 4 &amp; 5</td>
<td>Forum</td>
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<tr>
<td>4</td>
<td>Feb 9</td>
<td>DAT Ch. 6</td>
<td>Forum</td>
</tr>
<tr>
<td>5</td>
<td>Feb 16</td>
<td>DAT Ch. 7 &amp; 8; Watch ASI on Maria</td>
<td>Forum</td>
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<tr>
<td>6</td>
<td>Feb 23</td>
<td>DAT Ch. 9 &amp; 10; ASAM Intro (ix-xiii) Ch. 1 &amp; 2</td>
<td>Forum</td>
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<tr>
<td>7</td>
<td>March 2</td>
<td>DAT Ch. 11 &amp; 12; ASAM Ch. 3</td>
<td>Forum</td>
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<tr>
<td>8</td>
<td>March 9</td>
<td>Work on Midterm; ASI on Billie Walker Owl Midterm Week</td>
<td>Midterm due by midnight Sunday</td>
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<td></td>
<td>March 16</td>
<td>Spring Break—No Classes</td>
<td>None</td>
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<tr>
<td>9</td>
<td>March 23</td>
<td>DAT Ch. 13; ASAM Ch. 4</td>
<td>Forum</td>
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<tr>
<td>10</td>
<td>March 30</td>
<td>DAT Ch. 14; ASAM Ch. 5</td>
<td>Forum</td>
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<tr>
<td>11</td>
<td>April 6</td>
<td>DAT Ch. 15; ASAM Ch. 6</td>
<td>Forum</td>
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<tr>
<td>12</td>
<td>April 13</td>
<td>DAT Ch. 16; ASAM Ch. 7</td>
<td>Forum</td>
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<tr>
<td>13</td>
<td>April 20</td>
<td>DAT Ch. 17; ASAM Ch. 8</td>
<td>Forum</td>
</tr>
<tr>
<td>14</td>
<td>April 27</td>
<td>DAT Ch. 18; ASAM Ch.9</td>
<td>Forum</td>
</tr>
<tr>
<td>15</td>
<td>May 4</td>
<td>Work on Final Exam- Due Sunday</td>
<td>Final Due by midnight Sunday</td>
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<tr>
<td>16</td>
<td>May 11</td>
<td>Finals Week</td>
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**The course calendar and syllabus are subject to change at the discretion of the instructor. Any changes shall be announced in class. You are responsible for obtaining the changes made during a class period you miss.**