Semester/Year: Spring 2016
Lecture Hours: 3 Lab Hours: Credit Hours: 3
Class Time: 4-650 pm Days: M Room: face to face LH 167; live on line moodle
Wiz IQ
Instructor’s Name: Diana Quealy-Berge, PhD WY LAT/LPC
Instructor's Contact Information: Office LH 167 Office Phone: 307.268.2590 Email: Preference is Moodle course email. Secondary dquealyberge@caspercollege.edu
Office Hours:

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<tr>
<th>TIME</th>
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Casper College ADDN 2100 - Foundations of Substance Use Disorder Counseling II (3CR)

Course Description: ADDN 2100 - Foundations of Substance Use Disorder Counseling II

(3L)/(3CR) Introduces the profession of addictive disorders and the development the knowledge of the local health and social service delivery systems (especially the addiction and prevention systems), educational systems, criminal justice systems, and related professional, to better provide comprehensive services to clients/patients. Legal requirements and professional attitudes regarding these systems and the skills to accept, and make, appropriate referrals are essential for providing quality prevention and treatment services.

Statement of Prerequisites: none

GOAL:
The goal of this course is to provide knowledge, skills, and attitude learning opportunities that will prepare students to enter the Addiction Profession at entry levels certified addiction professional assistants, certified addiction professionals] and to provide continuing education for working Mental Health Professionals desiring to expand their scope of practice. This course meets or exceed State of Wyoming educational requirements while supporting Caser College General Education Outcomes and NASAC Accreditation Standards.

Outcomes:
Casper College General Education Outcomes:
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

NASAC Accreditation and Blooms Taxonomy of TAPS 21 Outcomes:
1 Knowledge (Memorization of pertinent facts)
2 Comprehension (Students can explain and discuss vital facts)
3 Application (Students can utilize learning in either real world or case scenarios)
4 Analysis (Students can generate questions about material and seek their own answers)
5 Synthesis (Students can reassemble their knowledge into new forms which are unique and useful)
6 Evaluation (Students can read and evaluate research properly)
Course Objectives:
The objective of ADDN 2100 Foundations of Substance Use Disorder Counseling II is to provide educational opportunities that meet or exceed Mental Health Professions Practice Act, W.S. 33-38-101 through W.S. 33-38-113. [June 2015] CAP Educational Requirement

- Addictive Behaviors: Gambling, eating disorders, sexual addictions, cults, compulsive behaviors of non-ingestive nature, etc. and be able to identify substance use disorders
- Addictions and Special Populations: (i.e., adolescents, women, ethnic groups, elderly, adult children of alcoholics, the impaired family, impaired professional, athletes, criminals, etc.).

Provide educational opportunities that meet or exceed

- NASAC Standard 3: Health and Social Service Systems. To provide knowledge and skills related to the availability and utilization of health and other social services.

Students specializing in the profession of addictive disorders needs to develop the knowledge of the local health and social service delivery systems, criminal justice systems, and related professionals, to better provide comprehensive services to clients/patients. Legal requirements and professional attitudes regarding these systems and the skills to accept, and make appropriate referrals are essential for providing quality prevention and treatment services.

- Minimum Associate Specifications for Standard 3. Demonstrate the knowledge, theory, and skills related to understanding and utilizing comprehensive services to clients.
  - Be knowledgeable of existing health, social, educational, and criminal justice systems in the community.
  - Be familiar with the spectrum of addictive disorder treatment services within the community, including multicultural services.
  - Be aware of various practice and professional training.
  - Be aware of federal and state laws and regulations related to making referrals to other addiction services, as well as other community services.
  - Be knowledgeable of 42 CFR Part 2 and other regulations regarding confidentiality especially in regards to the referral process.


- NASAC Standard 4: Addictive Disorder Counseling Skills
  The curriculum will train students to have the knowledge, theory and skills to provide the core functions of addictive disorder counseling.

For students being prepared to become addiction counselors, the curriculum should include, at all levels, the 8 skill groups as well as the competencies laid out in the Technical Assistance Publication [TAP Series 21, produced by the U.S. Department of Health and Human Services. Each state in which a college/institution is located may have different standards of practice, some will use certification system, others will use a licensure system. Curricula not intended to prepare counselors for certification or licensure as an addiction counselor may utilize only the relevant skill for their program.
Understand develop The TAP 21 Skills Groups:

- Treatment Admissions
- Clinical Assessment
- Ongoing Treatment Planning
- Counseling Services
- Documentation
- Case Management
- Discharge and Continuing Care
- Legal, Ethical and Professional Growth Issues

Minimum Associate Specification for Standard 4

Demonstrate the knowledge and skills to understand and utilize the TAP 21 skill groups and competencies of addictive disorder counseling are integrated into the curriculum. As listed above [or similar listing of core functions propagated by the International Certification and Reciprocity consortium IC&RC].


NASAC Standard 9: Interpersonal Communication. Learning experiences shall be provided for the student to develop his or her interpersonal skills.

- The ability to create genuine and empathetic relationships with others is central to the addictions disorder professional.
- These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

NASAC Standard 11: Personal Growth

All levels of education and training shall include knowledge, theory and skills necessary to develop, and implement, a personal growth plan for themselves that transcends their professional life. The curriculum shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, life styles, personal/professional balance, interpersonal styles and limitations.

Associates, Bachelors, Masters, and Doctoral Specifications for Standard 11

Demonstrate how the following are included in the curriculum.

- Conscious use of self.
- Reflection on professional self [e.g. journaling, development of a portfolio or project demonstrating competency].
- Clarification on values.
- Awareness of diversity.
- Strategies for self care.


NASAC Standard 12: Healthy Drug Use
All Students will understand the difference between:

- Healthy and unhealthy drug use.
- Drug use, misuse, and dependency.
- Prescribed medications and self medication activities.
- Proper use of legitimately prescribed medication for specific diagnoses, including both physical and mental health problems.
- Official “12 Step” policy on the use of legitimately prescribed medications.
- Healthy decision making about over the counter medications, herbal remedies, and folk remedies.

Minimum Associate and Bachelor Specifications for Standard 12
Demonstrate the basic knowledge and skills to:

- Identify the above listed concepts and distinctions.
- Be able to utilize the above concepts in providing client education.


- NASAC Standard 13: Critical Thinking

All Students shall be exposed to the value of critical thinking as a learned skill.
Examples shall include how to use critical thinking in the development of prevention programs, treatment and recovery plans and evaluation of individual, families, and programs.

Minimum Associates and Bachelors Specifications for Standard 13

- Students will be exposed to principles associated with critical thinking.
- Students will be able to identify shortcomings, in “standardized” [one size fits all] approaches to prevention and treatment.


Methodology: ADDN 2100 Foundations of SUD Counseling II is a hybrid based course developed to provide on line instruction, with both face to face lectures on the Casper College Campus; live web streaming of lectures and archived video of lecture. Students will meet these outcomes by participation in experiential learning; lecture, reading, objective quizzes and exams, extensive use of the internet, extensive use of Moodle, research, videos, guest speakers and active participation. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.
Evaluation Criteria:

- 450 points possible – Attendance and Participation. Points are earned weekly by participation in face to face lectures or live on line through WIZ IQ. Or by viewing the recorded WIZ IQ session within 5 days of the time the recording is uploaded into Moodle.

- 100 points possible – Portfolio Assignment – Research. THC, the psychoactive substance that the Cannabinoid receptors receive is found in Marijuana, Hash, Spice and other synthetic forms. State and Federal Law regarding Medical Marijuana and Recreational Marijuana vary across state lines. The Wyoming Legislature is considering such a change. The purpose of this assignment is use our collective minds, resources and abilities to develop an educational presentation that could be presented to the legislature. The goal is to develop a presentation based upon the most current literature. Points may be earned through providing three posts to this forum that meet the following criteria.

1. Using the Casper College Library databases identify three "Peer Reviewed" research studies that add to the body of information about THC [marijuana, hash, spice, etc]. I recommend starting with medical journals and nursing journals.
2. http://www.caspercollege.edu/library
3. Each post must contain and APA formatted citation for the article.
4. One article per post and a pdf copy of the article being reviewed.
5. The research question.
6. A list of the main points of the article
7. A list of the findings.

No points will be awarded for duplicate articles each student must submit 3 articles not submitted by any others in class. This will require a review of posts prior to your post. I would suggest that completing the research and posts early will make it easier to find original articles.

- 100 points possible. Portfolio Assignment. DUE DATE FOR THIS ASSIGNMENT IS FEBRUARY 28 2016. THE POSSIBILITY OF FULL CREDIT REQUIRES THE ASSIGNMENT BE SUBMITTED THROUGH MOODLE ON OR BEFORE THE DUE DATE. LATE ASSIGNMENTS MUST BE SUBMITTED BEFORE MID TERM AND / OR SPRING BREAK.

Describe in detail the problem you want to solve. Not a personal problem, a problem in the world, the world in which you live. Include:

- Define the problem providing the scope of the problem using facts and figures from local, state, and / or federal governmental reports. Data use be cited appropriately using APA format both in the body of the paper and the reference list. Attach either a pdf file or url address for the data you cite.
- Using the Casper College Library databases identify one peer reviewed research based article that addresses the problem you have identified. Cite the article both in the body of the paper and in the reference list. Attach a pdf file to the assignment of the article ou are citing.
- Discuss why this problem is important to you.
• Develop a list of resources necessary to address the problem
• Develop a list of the knowledge, skills, attitudes and professional development you will need to cultivate to be a serious participant in the solution. [include the knowledge, skills, attitude and professional development you already have achieved] and [what you need to do]

The following criteria will be used in the formulation of points earned for this assignment:

1. Participate in the live "Using the Library Resources Class' or view the recording of the "Using the Library Resources Class" [note: the Moodle report for this activity must show your participation during the live class or if viewing the recording within five days of the date the recording is posted on Moodle]
2. Appropriate APA format, if you are unsure of APA format the Casper College Writing Center is able to assist you or you can submit your paper to Smart Thinking for editorial assistance.
3. Timely submission in the appropriate Moodle Assignment.
4. Professional writing that reflects accurate spelling, use of grammar and critical thought.
   - 500 points possible. Weekly Forums and Discussions.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text, Readings, and Materials:
- Students are required to have access to internet resources compatible with Casper College Moodle and Digital Learning platforms.
- Alcoholics Anonymous
- Narcotics Anonymous
- Red Road to Wellbriety
- Alcohol and Drug Problems in Native America: The Truth about the Lie
- Other readings as assigned.

Class Policies:
Students are responsible to locate and know the Last Date to Change to Audit Status or to Withdraw with a W Grade as defined in the Academic Calendar and Student Policy and Handbook (withdrawal deadline; see: “Admission and Registration – Schedule Changes” in the catalog)

Students are required to participation is all classes and assignments loss of points due to absences or conflicts cannot be made up. Posts or forums/discussions; late submissions of assignments are not necessarily eligible for full points.
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.

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.

Calendar or schedule indicating course content: refer to Moodle.