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Course Syllabus  
SUBSTANCE ABUSE COUNSELING I  
CAS 243

Professor & Director Addiction Studies Program: Dr. Linda Eagleheart.  
Office Address: 1302 Broadway Rm 423  
Office Phone: 243-7906  
Office Hours: By Appointment  
University Email: linda.eagleheart@umontana.edu  
You are required to use your university email.

This course is created to provide students specific knowledge regarding the theories, research, and evidenced-based literature in the provision of addiction counseling services. Lectures, discussion, and classroom exercises will include the overall scope of the problems of addictions, professional characteristics and principles of addiction counselors, ethical and legal responsibilities that dictate professional behavior, and provide students with the addiction counseling skills and competencies required to be productive and effective addiction counselors.

**Course objectives & Student Learning Outcomes** Upon completion of this coursework the student will have demonstrated an understanding of the following concepts in addiction treatment. Successful students will:

1. Understand the incidence and prevalence of addictive disorders in Montana, the demographic characteristics of persons admitted to state funded treatment centers and trend data regarding specific drugs of abuse in Montana
2. Understand the ethical and legal requirements based upon the NAADAC Code of Ethics, Montana statues that govern professional conduct for LAC counselors, federal laws on Confidentiality of Alcohol and Drug Abuse Patient Records 42 C.F.R.Part 2, and laws governing mandated reporting
3. Demonstrate competency in the ability to develop a therapeutic relationship
4. Understand and apply evidence-based addiction counseling methodologies and trans theoretical models of change


Select the Link above, and create an account. You may order your text with one of several options. We will not be using the text the first week, but we will have immediate access with the eBook.

**Additional References & Readings**: The following documents will be used in this course. They can be downloaded and saved - or printed. They will be valuable resources in this course and in your career as an addictions counselor.

1. Confidentiality of Alcohol and Drug Abuse Patient Records, Pub.L.98-24 to section 523 of the Public Health Service Act codified at 42 U.S.C 290dd-2 and 42 C.F.R. Part 2 -


5. Diagnostic and Statistical Manual of Mental Disorders (DSM- V) American Psychiatric Association. There is a link to this manual for your use on your website.


7. NAADAC Code of Ethics http://www.ndbace.org/forms/NAADACCodeofEthics-2004.pdf You can download from moodle

ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

EXAMS: There will be 2 exams in the course. Exams will be ‘take home’ so that we do not use classroom time. Exams must be typewritten and submitted in a manner that reflects the professionalism required in the workplace, and APA format. Exams are due at the start of class on the date specified. Plagiarism will result in a 0 for the entire exam. No late exams will be accepted.

ASSIGNMENTS: A significant portion of your grade will be derived through applied assignments. Assignments must be typewritten and submitted in a manner that reflects the professionalism required in the workplace, and APA format. Assignments are due at the start of class on the date specified

Assignments
1. Applied Assignments Weighted 25%
2. Attendance/10%
3. Class Activities participation (15%)
4. Exams (2) (weighted 50%)

GRADING Grades will be posted in Gradebook in Moodle as the semester progresses.

Always check the Gradebook in Moodle to be sure that your grade is posted correctly.

Traditional rounding rules apply (i.e., .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>83-86%</td>
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<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%&lt;</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

LATE WORK POLICY:
• LATE or MAKE-UP WORK WILL NOT BE ACCEPTED, HOWEVER, according to the UM’s Academic Policies and Procedures, under “Class Attendance/Absence Policy,” I MAY excuse brief and occasional absences for the following reasons:
  1. an illness or injury
  2. a family emergency
3. religious observance
4. participation in a UM university sponsored activity
5. military service

• If you miss an assignment, exam or participation points due to one of these exceptions, valid documentation MUST be provided in order to make it up.
  — Please consult me on what “valid documentation” entails.
  — You have 48 hours after the missed assignment’s due date to notify me so that we can arrange for you to make-up the work or turn it in late. Notification does not guarantee that you will be excused.

II. Drop Policy
According to UM’s Academic Policies and Procedures, beginning of the semester (i.e.) through the last regular class day (i.e. before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. For more information on important dates, see the Academic calendar.

MOODLE: I will communicate with you through MOODLE and university email. I will post the syllabus and assignments, power points and announcements in Moodle. I will send you emails through Moodle. You should check Moodle regularly. You will be held accountable for its contents. I will assume you have read any emails I have sent.

HONOR CODE HONOR CODE: The Student Conduct Code, which can be found here: http://life.umt.edu/vpsa/student_conduct.php will be strictly adhered to. Plagiarism is representing another person's words, ideas, data, or materials as one's own. Plagiarism or cheating will result in a zero on the exam or assignment, at minimum, and may be reported to Department Chair and/or the Dean. Use APA format and cite your resource in the context of the paper and in the works cited page. If I suspect plagiarism I may ask you to orally explain your understanding of the concepts studied.

CLASS ETIQUETTE
• Please be on time. Chronic lateness will be a reason to lose points. If you have been excused to leave early please try to sit close to the door so you can excuse yourself quietly. Because this course is heavy participation, you attendance is required for the majority of the class. Please schedule Dr. Appointments, and other activities at some other time rather than our class time.
• However Remember that attendance is mandatory, and you will lose points if you
• Please turn your cell phones off before class begins. DO NOT TEXT during class. If you do, I will ask you to leave the class.

CANCELLATION OF CLASS: If class is cancelled for any reason we will continue to proceed with the schedule outlined on the course calendar at the end of this document. If class is cancelled you can go to Moodle for the power points of my lecture(s).

• ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide reasonable modifications. For more information, please consult http://www.umt.edu/disability.

• OTHER STUDENT RESOURCES: For students needing academic counseling, call The Retention Coordinator/Advising Facilitator at 243-7878 or the Writing Center http://www.umt.edu/writingcenter/welcom_about.htm

MISCELLANEOUS: Anything not specifically mentioned in this syllabus will default to your University of Montana, The Student Conduct Code, and will be upheld in this class. It is also your responsibility to read and abide by the policies in the Student Handbook which will be distributed in class.

Scroll down for course outline.
Course Outline
Substance Abuse Counseling I

*This course outline is susceptible to change as the semester progresses.

Note: All times are in MDT/MT Due dates are listed by day, and time (11:59PM)

- Below are the due dates and times for your assignments. Please take note of these important dates.
- This is a tentative course schedule. You are responsible for any changes, which I will clearly announce.
- Make sure you read your text according to the timeline below.
- As stated above, technical issues (i.e. I lost internet access, I didn’t have a computer, etc…) are NOT considered valid excuses for turning work in late or failing to complete an assignment. Moodle can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain campuses. You can also use a colleague’s computer, go to the public library, café, etc… It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time. It is in your best interest to be organized, plan, and not procrastinate in order to be successful in this course.
- Also, as stated above, I will not make alternative arrangements to give any exams early due to travel plans, assignments in other courses, work, etc… No exceptions!
- Should you lose this syllabus, or course calendar, they are available in Moodle.
## CAS 243 TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>AREA OF CONCENTRATION</th>
<th>RESOURCE</th>
<th>ASSIGNMENT</th>
</tr>
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</table>
| 1    | • Introductions & Welcome  
      • State of Montana LAC application,  
      • The Practice of Addiction Counseling  
      • CHAPTER 1 History and Etiological Models of Addiction | www.lac.mt.gov | Read Chapter  
Chapter 1 Text, LAC Application, |
| 2 Labor Day 09/04 NO Class Monday | • Student Membership NADAAC  
• CHAPTER 1 History and Etiological Models of Addiction  
• What is Addiction? Other Models of addiction  
• Disease Model of Addiction | WATCH: The Emotional and Vulnerable Brain located on Moodle (youtube vid) | CHAPTER 1  
Assignment #1 - Charlie Rose Video Participation  
Assignment-Group Work-Addiction Models |
| 3    | • Chapter 2 Substance Addictions ..........5  
• Chapter 3Process Addictions | | Chapter 2 & 3 |
| 4    | • Ethical & Professional Responsibilities  
Code of Ethics: National Association of Alcohol and Drug Addiction Counselors (NAADAC)  
• Confidentiality Rules and Regulations  
42 CFR Part II  
• Mandated Reporting  
• | Lecture & Classroom Exercises - Ethical Dilemmas -42 C.F.R. Part 2  
http://www.hhs.gov/ocr/privacy/index.html | • Chapter 4  
Important Professional Issues in Addictions Counseling  
| 5    | • Chapter 5 Introduction to Assessment .........................14  
• Chapter 6 Assessment and Diagnosis of Addictions | | Exam #1: Chapter 1-4, Videos, readings |
| 6    | • Principles of Drug Addiction Treatment  
• Components of Comprehensive Treatment | Lecture & Classroom Exercises | Chapter 7 Text-TIP 35 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Class Content</th>
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<tbody>
<tr>
<td>7</td>
<td>TIP 35 Chapter 3 &amp; 4 Motivational Interventions</td>
<td>Chapter 5, 6 &amp; 7 Text; Chapter 1 &amp; 2 TIP 35</td>
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<td>8</td>
<td><strong>Practice Motivational Interviewing</strong></td>
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<td>CHAPT 8 Psychotherapeutic Approaches</td>
<td>Lecture &amp; Classroom Exercises</td>
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<td>Chapter 8, 9 TEXT &amp; TIP 35 Chapter 3 &amp; 4</td>
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<td>TIP 35: Chapt Core Concepts of Motivational Interviewing</td>
<td>Lecture &amp; Classroom Exercises</td>
<td>Chap 4, 5 &amp; 6 TIP 35</td>
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<td>Precontemplation to Contemplation</td>
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<td>Contemplation to Preparation</td>
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<td>Group Therapy for Treatment of Addiction</td>
<td>Lecture &amp; Classroom Exercises</td>
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<td>13</td>
<td>11/23-11/27 Thanks Giving Vacation</td>
<td>MUSAP</td>
<td>Final Exam CHAP 10 Text; TIP 35 Chap 5 &amp; 6</td>
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<td>11/21 CHAPT 16: Substance Abuse Prevention Programs for Children,</td>
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<td>Adolescents, and College Students</td>
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<td>Lecture &amp; Classroom Exercises</td>
<td>Assignment</td>
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<td>Classroom exercise with ‘pretend’ clients</td>
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<tr>
<td>16 Finals Week</td>
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<td>Classroom exercise with ‘pretend’ clients</td>
<td>Final Exam</td>
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