

# Intro to Prof Skills for SUDC

SW2910 [REDACTED]

## Course Information

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### Intro to Prof Skills for SUDC

SW 2910- [REDACTED]

Fall 2024

## Course Section Information

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Meeting Days: [REDACTED]

Meeting Times: [REDACTED]

Classroom: [REDACTED]

Campus: [REDACTED]

Meeting Dates: 8/20/2024 -12/5/2024

## Course Prerequisites/Co-requisites

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Students must complete the following prerequisite courses prior to registering for this course:

1. PSY1010
2. SW2100 OR PSY1100 OR FHS1500
3. SW2715 (may also be taken concurrently)

## Course Description

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This course introduces students to the professional roles, responsibilities, values, and legal obligations for Substance Use Disorder Counselors (SUD). This course will examine 1) the 12 core functions, 2) NAADAC/NCC code of ethics and professional standards, 3) interpersonal skills and professional boundaries, 4) scope of practice of a SUD, and 5) the SUD licensing process in the State of Utah.

### **Course Note**

This course fulfills the NAADAC/NCC AP professional skills development training component of the core curriculum for the Substance Use Disorder Counselor (SUDC) Training Certification of Proficiency with Salt Lake Community College (SLCC).

### **Methods of Instruction**

This course will utilize several teaching modalities to assist with student learning.

1. Lecture and Class Discussion
2. Written Course Materials (written PowerPoint and lecture notes)
3. Module Activities (case studies, student presentations and recorded demonstrations)
4. Multimedia (audio-visual) Presentation (music, film, professional demonstrations)

### **Evaluation**

1. In-class Activities
2. Module Quizzes and Examinations
3. Individual and Group Assignments

## Textbooks, Readings, and Course Materials

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**Publication Date:** 2017

**Title:** Basics of Addiction Counseling: Desk Reference.

**Subtitle:** Module III: Ethical And Professional Issues in Addictions Counseling

**Publisher:** NAADAC

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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- Describe the professional duties and role, clinical scope of practice, and legal limitations for practice as a Substance Use Disorder Counselor (SUDC) per Utah Code.
- Apply the 12 core functions of substance use disorder counseling within direct practice settings utilizing culturally competent and gender-sensitive approaches to client engagement.
- Demonstrate professional interpersonal and written skills in preparation for direct client practice as a Substance Use Disorder Counselor (SUDC).
- Describe the NAADAC/NCC AP code of ethics and the professional principles and standards of conduct for practice as a Substance Use Disorder Counselor (SUDC), including client engagement, client confidentiality, and record keeping.
- Employ foundational interpersonal skills necessary to develop healthy client relationships including use of empathy, unconditional client regard, and setting and keeping professional boundaries.
- Explain the requirements and process for licensure and certification as a Substance Use Disorder Counselor (SUDC) in the state of Utah.

## Communication Plan

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I will respond to email within two business days (48 hours) of receipt. I will offer feedback on major assignments within 7 days of the submission due date. The best way to contact

me is via the Canvas Inbox, and prioritize this over email and other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

## How to Succeed in the Course

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### Instructors Note

Students will come to experience that the professional realm is small. Everything you do in the classroom is in similitude of the professional realm. Act with integrity as students may engage with Instructors professionally.

Instructor recommended strategies for achieving success in a college course include, actively attending class, engaging with the material, completing assignments on time, seeking help when needed, studying effectively, and maintaining open communication with the instructor; essentially emphasizing the importance of consistent participation, thorough understanding of course concepts, and proactive time management to achieve a positive grade.

## Coursework & Assignment Descriptions

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**Attendance:** Because this course meets the practice core requirements for the Substance Use Disorder Counselor Training Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Instructor will take attendance at the beginning of each class. Students are permitted two (2) absences throughout the duration of the semester without penalty. Each absence after two (2) will result in a ten percent (10%) deduction to students' overall grade. Students should discuss extenuating circumstances with Instructor. If an extenuating circumstance occurs, students must notify instructor via Canvas message and will be able to attend class virtually using Zoom, which will count as being present. Reference Canvas for details.

**Module Quizzes:** Students will complete fourteen (14) weekly module quizzes which will be completed in Canvas and are due Tuesdays by 11:59pm. Quizzes are comprised of five (5) questions and are open-book and open note and will include multiple choice, true-false, and fill-in-the-blank items covering material from the textbook readings. Students will have twenty (20) minutes to complete the quiz. Quizzes are intended to help students build the requisite competencies to practice as a SUDC, and to prepare for the national examination required for SUDC licensure. Each quiz is worth five (5) points. The two (2) lowest quiz scores will be dropped at the end of the semester. Reference Canvas for details.

**Weekly Readings Notebook:** While completing the required readings (textbook, articles, and media) from this module, each student will take handwritten notes on the concepts and principles that they personally found most pertinent into a journal or notebook. Notes will be used to assist with contributing meaningful content to class discussion. As critical thinking questions arise, they should be noted and presented for in-class discussion. Students may not directly copy the textbook into their notebook. Instead, notes should be personal, contain personal questions and insights gained while consuming module content. Reference Canvas for details.

**Group Module Presentation Discussion Board:** Groups will be assigned one module for which to facilitate a recorded virtual presentation on an assigned section from the NAADAC Module III manual. Recorded virtual presentations must be uploaded to YouTube, and the YouTube link must be posted to this discussion board. Groups will read, analyze, and present on the most important information contained within the assigned sections for the presentation. Presentations may include charts, questionnaires, and other relevant content referenced in the assigned section of the NAADAC Module III manual. Presentations must additionally include a brief fictional case study that illuminates the section covered in the manual. Presentations MUST be created using Microsoft PowerPoint. Once a YouTube link to the presentation has been posted, class members will then watch the presenting groups recorded presentation and provide one discussion board response providing constructive feedback of the group presentation from the standpoint of an agency colleague participant, and additionally provide one current (within the past 5 years) resource to add to the content-based presentation from the textbook. Reference Canvas for details

**Utah BCI Criminal History Report:** As part of the process for preparing for the SUDC internship, students will procure a Utah BCI Criminal Background History Report from the

Utah Bureau of Criminal Identification located in Taylorsville, UT. Students may either schedule an appointment or walk-in to Utah BCI and request a Utah BCI Criminal Background History Report during business hours using the address and contact information above. The cost of the Utah BCI Criminal Background History Report is \$15 and the process generally takes less than 20 minutes. Once students have obtained a hard copy of their Utah BCI Criminal Background History Report, the document must be scanned, and all pages provided by Utah BCI must be uploaded to this assignment page. Students must not physically or digitally edit or adjust any information on the Utah BCI Criminal Background History Report. Reference Canvas for details.

**Professional Resume with Career Services:** Student's will begin their professional development process in preparation for interviewing for their SUDC internship by creating a professional resumé. Students will begin with contacting the SLCC Career Services office at either the Taylorsville or Herriman campus to schedule an appointment to meet with a Career Counseling coach. Because the field of addictions counseling requires a specific set of training and skills, students will develop a resumé that outlines and highlights their training and SUD related skills. Reference Canvas for details.

**Family of Origin Paper (FOP):** During the semester, each student will write a personal "family of origin" paper that discusses the influence that substances (both prescribed and illicit) have had on your family. This includes your family of origin, and at least two subsequent generations (grandparents & great-grandparents). Begin with yourself, include your parents, siblings, grandparents, aunts, and uncles; as well as your children (if any). This paper must include information about work, education, cause of death (if deceased) and any life challenges each person has faced (of which you are aware) – in particular, any challenges pertaining to mental health, alcohol or substance use, abuse, or addiction, and the impact that it has had on the family system. If you lack personal knowledge, you should interview older family members to gain insight. Required minimum length is five pages and may be written in an informal narrative voice, but APA 7 formatting is required. Reference Canvas for details.

**Addictions Counselor Interview:** This is a two-part assignment. Part I: students will prepare 6-10 professional questions to use to guide an interview with an addiction's counselor. Questions should focus on ways that you can prepare to work in addictions counseling and must include self of the therapist concepts (e.g., countertransference). A minimum of one question must address the professional steps required to become a SUDC, and one question must address how to develop client rapport through the setting

and maintenance of professional boundaries. Questions have been approved by the instructor. Part II: students will find and interview a licensed therapist or certified Substance Use Disorder Counselor who works exclusively with, or specializes in, substance abuse treatment issues. The interview must be a minimum of 30-60 minutes in duration. The addictions counselor may not be someone with whom you have a personal relationship. After the interview has been completed, students will submit a five-page professional summary using APA 7 formatting discussing what was learned from the interview, including things that you must do to prepare to enter the field of addictions counseling. Students must include the list of questions that were prepared at the end of the paper. For verification purposes, students must include the full contact information of the person that was interviewed, including name, name of their employer, type of license/certification and number, type of addictions treatment, email address, and telephone number. Reference Canvas for details.

**Final Examination:** Students will complete a final examination at the end of the semester, which is meant to assess the substantive knowledge gained. The final exam will cover NAADAC/NCC AP content that will be found on the national exam, including professional duties and roles, clinical scope of practice, and legal limitations of a SUDC. Additionally, the exam will cover the NAADAC/NCC AP code of ethics and the professional principles and standards of conduct for practice. The final exam will include 50 multiple choice, true/false, and fill in the blank questions that will be taken from the module quizzes and the NAADAC/NCC AP practice questions provided over the course of the semester. In preparation for the NAADAC/NCC AP national exam, and keeping to national examination standards, students must obtain a passing score of 70% to pass this course. Students will be given 90 minutes to complete 40 questions. Reference Canvas for details.

## Grading Scale

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### Final Grade Distribution

<i>Grade:</i>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>

Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%
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## Course Grading Policies

Course Assignments	Weight
Attendance, Participation, Class Activities, Other Coursework	10%
Textbook Chapter Quizzes (12)	15%
Weekly Module Readings Notebook	15%
Group Module Presentation & Discussion Board	15%
Utah BCI Report & Professional Resumé	5%
Addictions Counselor Interview & Personal Autobiography	15%
Evaluation of Group Member Participation	5%
Mid-term & Final Examinations	20%
<b>Total</b>	<b>100%</b>

**Grading Turnaround Time:** Instructor works hard to ensure that assignments are graded within 7 business days after the assignment submission due date.

**Late Assignments:** Assignments over seven days late may not be accepted by Instructor unless there was prior discussion and agreement with the instructor and proper documentation to support your late submission.

**Please Note:** Your success is our success! Given that I truly don't want anyone to have a "0" on an assignment. If you missed an assignment, please reach out to me so I can support you in still submitting the assignment and earning some points for the assignment.

Late submissions will be accepted up to one week post due date; however, for each day late a deduction of the total grade may result according to the chart below:

Days Late	Daily Deduction (% of total points)



1st day:	5%
2nd day:	10%
3rd day:	15%
4th day:	20%
5th day:	25%
6th day:	30%
7th day:	30%

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Midterm Exam</a>	Discussion	0
	<a href="#">Roll Call Attendance</a>	Assignment	100
8/24	<a href="#">(Post by 8/21)_ Recorded Student Intro</a>	Discussion	10
8/26	<a href="#">(Module 1) Weekly Readings Notebook</a>	Assignment	10
8/31	<a href="#">Module 1 Quiz</a>	Quiz	3
9/2	<a href="#">(Module 2) Weekly Readings Notebook</a>	Assignment	10
9/7	<a href="#">Module 2 Quiz</a>	Quiz	6
9/9	<a href="#">Module 3 (Group 4)_ Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/9	<a href="#">(Module 3) Weekly Readings Notebook</a>	Assignment	10
9/14	<a href="#">Module 3 Quiz</a>	Quiz	10
9/14	<a href="#">Utah BCI Criminal Background History Report</a>	Assignment	10
9/16	<a href="#">Module 4 (Group 6) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
9/16	<a href="#">(Module 4) Weekly Readings Notebook</a>	Assignment	10
9/21	<a href="#">Module 4 Quiz</a>	Quiz	8
9/23	<a href="#">Module 5 (Group 9) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
9/23	<a href="#">(Module 5) Weekly Readings Notebook</a>	Assignment	10
9/28	<a href="#">Module 5 Quiz</a>	Quiz	7
9/30	<a href="#">Module 6 (Group 7) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
9/30	<a href="#">(Module 6) Weekly Readings Notebook</a>	Assignment	10

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/5	<a href="#">Module 6 Quiz</a>	Quiz	12
10/5	<a href="#">Professional Resume with Career Services</a>	Assignment	10
10/7	<a href="#">Module 7 (Group 8) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
10/7	<a href="#">(Module 7) Weekly Readings Notebook</a>	Assignment	10
10/12	<a href="#">Module 7 Quiz</a>	Quiz	5
10/12	<a href="#">Evaluation of Group Member Participation (part I).</a>	Assignment	50
10/14	<a href="#">(Module 8) Weekly Readings Notebook</a>	Assignment	10
10/19	<a href="#">Module 8 Quiz</a>	Quiz	5
10/21	<a href="#">Module 9 (Group 10) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
10/21	<a href="#">(Module 9) Weekly Readings Notebook</a>	Assignment	10
10/22	<a href="#">Mid-term Examination</a>	Quiz	52
10/26	<a href="#">Module 9 Quiz</a>	Quiz	5

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/28	<a href="#">Module 10 (Group 3) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
10/28	<a href="#">(Module 10) Weekly Readings Notebook</a>	Assignment	10
11/2	<a href="#">Module 10 Quiz</a>	Quiz	5
11/4	<a href="#">Module 11 (Group 1) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
11/4	<a href="#">(Module 11) Weekly Readings Notebook</a>	Assignment	10
11/9	<a href="#">Module 11 Quiz</a>	Quiz	4
11/11	<a href="#">Module 12 (Group 2) Recorded Presentation &amp; Handout Discussion Board</a>	Discussion	10
11/11	<a href="#">(Module 12) Weekly Readings Notebook</a>	Assignment	10
11/16	<a href="#">Module 12 Quiz</a>	Quiz	5
11/18	<a href="#">(Module 13) Weekly Readings Notebook</a>	Assignment	10
11/23	<a href="#">Module 13 Quiz</a>	Quiz	4
11/25	<a href="#">(Module 14) Weekly Readings Notebook</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
12/5	<a href="#">Module 14 Quiz</a>	Quiz	6
12/7	<a href="#">Evaluation of Group Member Participation (part II)</a>	Assignment	50
12/7	<a href="#">EXTRA CREDIT: Course Evaluation</a>	Assignment	50
12/11	<a href="#">Final Examination</a>	Quiz	36

## Additional Class Policies

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**Electronic Devices:** The use of laptops, cellphones, or other electronic devices are not permitted during class unless an ADA letter of accommodation has been provided. It is distracting and disrespectful to peers to text or instant message, hold side conversations with peers, or be on your computers during class. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time. Instructor expects that during class, students are attentive, engaged, taking notes, and fully participating in discussion and class activities.

Exception: Electronic devices are used to complete group activities during the semester, wherein, use is permitted when necessary. If you need to use your cell phone to text or call someone, please leave the classroom or wait until after class.

**Writing Expectations:** It is expected that all assignments will be written on a college level with attention to spelling, grammar, appropriate citations and clear writing. Each product must be written in a 12-point font Times New Roman, double-spaced with one-inch margins on all sides. When applicable each product should follow APA 7 guidelines, when using other sources you need to include in-text citations and a citation in the Reference List. Please see the Student Writing and Reading Center if support is needed <http://www.slcc.edu/swc/index.aspx>

**Personal Disclosure:** Disclosure of personal information can often be an important part of the learning process and can lead to valuable personal insight. Any personal information will be held in confidence by students and should not be repeated outside of

the course. If events occur of a personal nature that the student feels the instructor should be aware of please email me individually and not through the class discussion process.

**Opinions:** All opinions are valid, even negative ones or ones different than you own opinions. Although these feelings will differ from person to person, please respect the rights of other class members and disagree in a professional and respectful manner.

**Microaggressions:** These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended.

## Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## How to Navigate to Canvas

## Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)