## Course Information

**Intro Addict Counsel for SUDC**

SW  2935-█

Fall 2024

## Course Section Information

**Meeting Days:** █████

**Meeting Times:** ████████

**Classroom:** ██████

**Campus:** ███████████

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

# Intro Addict Counsel for SUDC

## SW2935 ████

## Course Prerequisites/Co-requisites

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

1) SW2715-Intro to Dynamics of Addiction

2) SW2910-Intro to Prof Dev for SUD

# Course Description

This course introduces students to direct-practice skills and responsibilities required to work as a SUDC with individuals and groups. Course topics include developing therapeutic alliance, substance/risk screening, ASAM biopsychosocial model for assessment, documentation, DSM-5-TR criteria for SUD, treatment planning, models for change and intervention, and legal scope of practice per NAADC/NCC AP.

**Course Note**

This course fulfills the NAADAC/NCC AP individual and group counseling practice and clinical supervision components 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
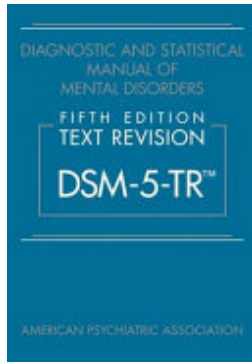
# Textbooks, Readings, and Course Materials

**Publication Date: 2017**
**Title:** Basics of Addiction Counseling: Desk Reference
**Subtitle:** Module II: Addiction Counseling Theories, Practices and Skills
**Publisher:** NAADAC



**Authors: American Psychiatric Association**
**Publication Date:** 2022-01-01
**Title:** Diagnostic and Statistical Manual of Mental Disorders
**ISBN:** 9780890425763

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

## Course Student Learning Outcomes

- Describe evidence-informed best-practice theories and models for substance use disorder screening, interviewing, assessment, treatment planning, service delivery, and coordinating community referrals for individual and group addictions counseling.

- Demonstrate a working knowledge of the process to develop a therapeutic alliance and set professional client boundaries in preparation to facilitate direct-client services in individual and group settings.

- Identify legal and ethical issues that arise in direct-client substance use disorder counseling practice as defined in the NAADAC/NCC AP code of ethics.

- Discuss psychotherapeutic models for addictions counseling and direct client engagement through a culturally competent and gender-sensitive framework.

- Define best-practice supervisory models and styles for the supervision relationship, and Utah DOPL requirements for SUDC clinical supervision.

- Demonstrate a professional standard for written, electronic and verbal client case documentation and reporting.

## Communication Plan

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

**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

**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.

**Module Quizzes:** Students will complete ten (11) weekly module quizzes which will be completed in Canvas and are due Sundays 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. Each quiz is worth five (5) points. The lowest quiz score will be dropped at the end of the semester. Reference Canvas for details.

**Professional Trainings (online):** Students will complete two online professional trainings offered by community organizations. These trainings are meant to introduce students to the complexities associated with assessing and care planning with vulnerable populations and may be listed on your resume under the professional training section. Reference Canvas for details.

1. Mandated Reporter Training: The Federal Child Abuse Prevention and Treatment Act (CAPTA) requires each State to have procedures in place for requiring certain individuals to report known or suspected instances of child abuse and neglect. As a mandated reporter, Substance Use Disorder Counselors must know and understand the process for assessing and reporting neglect and abuse. This is a three-hour, two-part training (children, adults) that introduces students to the core tenets and requirements for reporting abuse and neglect for both children and adults. Students will view two one and a half-hour asynchronous training videos for each training (children & adults) and then complete a quiz for each training. A certificate of completion will be provided upon successful completion of each quiz.

2. Screening, Brief Intervention, and Referral to Treatment (SBIRT): SBIRT for Health and Behavioral Health Professionals: How to Talk to Patients about Substance Use is a 3.5-hour, self-paced, online course. Students will take part in an interactive orientation on SBIRT (screening, brief intervention, and referral to treatment for substance use), applying their learning through interactive games, case scenarios, and quizzes to develop their knowledge, skills, and abilities in

using SBIRT as an intervention with clients. A certificate of completion will be provided upon successful completion of the course.

3. HIV and Bloodborne Pathogens, Section I: Introduction and Definitions: Ethically, addiction counselors and allied service providers have an obligation to protect their clients, communities and themselves through infection and disease containment. This online training is a 1.5-hour, self-paced, online course that defines key terms used when discussing bloodborne pathogens, define bloodborne pathogens most implicated with substance use disorders, and discuss infection and containment. A certificate of completion will be provided upon successful completion of the course.

**Group Module Presentation Discussion Board:** Groups will be assigned one module for which to facilitate a recorded virtual presentation on an assigned modules readings and media. Recorded virtual presentations must be uploaded to YouTube, and the YouTube link must be posted to the assigned discussion board. Groups will read, analyze, and present on the most important information contained within the assigned modules readings and media for the presentation. Presentations may include charts, questionnaires, and other relevant content, so long as it directly relates to the assigned modules topic and content. 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

**Individual Clinical Supervision Contract:** This assignment is meant to introduce students to the two primary supervision documents required to clinically work as a Substance Use Disorder Counselor (SUDC) in the State of Utah. A DOPL application for supervision (template in Canvas) and an agency supervision contract (template in Canvas) must be completed by both the SUDC and their supervisor prior to legally beginning work in the field. Not all supervision contracts are created equal. Some agencies utilize basic "bare bones" templates and others use comprehensive contracts. Therefore, this assignment will assist students with conceptualizing which aspects of a supervision contract is of greatest importance. This assignment is meant to be FUN, as you look ahead to entering the field post-graduation. So, be creative and thorough with completing the DOPL application for supervision and developing a quality supervision

contract template that you may use in the field. PLEASE NOTE: supervision templates are being provided strictly as a teaching tool and are not to be used in an actual practice setting. Once licensed as a SUDC through DOPL, seek professional and/or legal counsel regarding which forms are required by the State, as document requirements may be updated or changed. Reference Canvas for details.

**Facilitate In-class Manualized SUD Skills Group Session:** The purpose of this assignment is to introduce students to the process of facilitating a manualized group intervention for clients presenting with both a substance use and a mental health disorder, known as 'dual diagnosis'. Working in small groups, students will be assigned one session (section) of the manualized curriculum Seeking Safety, a psychoeducational curriculum used in addictions counseling, to present at the beginning of a class period. The goal of this assignment is to help students gain experience with preparing and facilitating a 20-minute addictions group in a clinical setting. As part of the activity, groups will present a 5-7-minute overview of the most salient educational information contained in the assigned section of the curriculum, and then facilitate a 15-minute group process where facilitators guide group participants (class members) through completing a handout from the assigned Session, and then practice an applied skill from the manual. Lastly, facilitators will debrief with group participants regarding participant experience, where participants provide feedback on the facilitator's strengths and areas for improvement. Reference Canvas for details.

**(Mid-term Project) Motivational Interviewing Core Skills and Processes Paper:** Motivational Interviewing (MI) is an evidence-based counseling approach that focuses on facilitating behavior change by helping clients explore and resolve ambivalence about change. For this paper, students will focus on discussing the core skills and processes of MI and how they facilitate the client change process. Papers must be five to seven pages in length and address the following: 1) Briefly define Motivational Interviewing and discuss its main goals (1 page). 2) Explain the four core skills of MI known as OARS and provide examples of how a counselor could use each skill with a client (2 pages). 3) Explain the four core processes of MI (Engaging, Focusing, Evoking, and Planning) and provide examples of how each process moves the client through the stages of change (2 pages). 4) Discuss how the complementary use of OARS skills and core processes facilitates the client change process in MI (1 page). 5) Conclude with how you will incorporate the core skills and processes into your work with clients in the field. Students are required to use at least 5 peer-reviewed scholarly resources on motivational

interviewing skills and techniques for this paper. APA 7 formatting is required. Reference Canvas for details.

**(Final Project) Grand Rounds Client Case Conceptualization and Simulation:** This is a three-part group assignment that functions as the capstone assessment for this course. This assignment is intended to assess student readiness for direct-client practice. A grade of no less than 80% on each of the below three parts of this assignment are required to pass this course.

**Part I:** Groups will select one substance use disorder diagnosis from the DSM-5-TR for which to formulate a fictitious client case formulation (template found in Canvas). Based on the fictitious client case formulation, groups will complete a written biopsychosocial assessment for substance use (template found in Canvas) with treatment recommendations based on the top three identified client problem areas. Instructor will meet with each group to review, provide feedback, and approve each case formulation with treatment recommendations.

**Part II:** Based on Part I, groups will formulate a 15-minute PowerPoint presentation that will include a comprehensive theoretical case conceptualization of the fictitious client including all prompts noted within each section of the biopsychosocial assessment template. Presentations will also include an evidence-based treatment plan addressing the top three identified problem areas in the case formulation and client diagnosis. Treatment plans must include a minimum of three treatment goals and two objectives for each goal, derived from the Addictions Treatment Planner. Presentations must also note any potential barriers/obstacles to treatment and incorporate a culturally competent and gender-sensitive framework. Please Note: PowerPoint presentation must include the use of three screening instruments (ASAM required), a primary DSM-5-TR substance use disorder diagnosis with specifiers, two Z-codes, and identify one common pharmacological intervention used to treat the identified diagnosis (must cite sources). Following the presentation, each group will conduct a 15-minute simulation of a client intake assessment with the fictitious client. One group member will play the role of the addiction's counselor while the other two group members will play family members (e.g., couple, parent/child, etc.).

**Part III:** Each group presentation will be evaluated by a review panel comprised of 6 class members. Each panel member will construct one point of positive feedback and one critical/challenging question for each presenting group. Student participation on

review panels is required and counts toward the overall Grand Rounds assignment grade. Reference Canvas for details.

## Grading Scale

### Final Grade Distribution

| Grade: | A | A- | B+ | B | B- | C+ |
|---|---|---|---|---|---|---|
| Percent: | ≥ 94% | ≥ 90% | ≥ 87% | ≥ 84% | ≥ 80% | ≥ 77% |

| Grade: | C | C- | D+ | D | D- | E |
|---|---|---|---|---|---|---|
| Percent: | ≥ 74% | ≥ 70% | ≥ 67% | ≥ 64% | ≥ 60% | < 60% |

### Course Grading Policies

| Course Assignments | Weight |
|---|---|
| Attendance, Participation, Class Activities, Other Coursework | 10% |
| Textbook Chapter Quizzes (10) | 15% |
| Facilitate In-class Manualized SUD Skills Group | 10% |
| Module Presentation & Case Study Discussion Board | 15% |
| Mid-term: Motivational Interviewing Core Skills Paper | 5% |
| Professional Trainings (3) | 15% |
| Individual Clinical Supervision Contract | 5% |
| Final Project: Grand Rounds (Part I, II, III) | 25% |
| **Total** | **100%** |

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

| Due Date | Assignment Name | Assignment Type | Points |
|----------|-----------------|-----------------|--------|
|  | (Post by 8/21) Recorded Student Intro | Discussion | 0 |
|  | Evaluation of Group Member Participation (part I) | Assignment | 50 |
|  | Introduce Yourself | Discussion | 0 |
|  | Module 9 Group 6: Seeking Safety Virtual In-Group Presentation | Discussion | 0 |

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Roll Call Attendance | Assignment | 100 |
| 8/31 | Mandatory Reporter Training | Assignment | 100 |
| 8/31 | Module 1 Readings Notebook | Assignment | 10 |
| 9/2 | Module 2 (Group 9) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 9/7 | Module 2 Quiz | Quiz | 5 |
| 9/9 | Module 3 (Group 2) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 9/14 | Module 3 Quiz | Quiz | 5 |
| 9/14 | Screening, Brief Intervention, and Referral to Treatment for Substance Use (SBIRT) | Assignment | 100 |
| 9/16 | Module 4 (Group 6) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 9/21 | Module 4 Quiz | Quiz | 5 |
| 9/23 | Module 5 (Group 8) Module Presentation & Case Study Discussion Board | Discussion | 10 |

| Due Date | Assignment Name | Assignment Type | Points |
| --- | --- | --- | --- |
| 9/28 | Module 5 Quiz | Quiz | 5 |
| 9/30 | Module 6 (Group 5) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 10/5 | Module 6 Quiz | Quiz | 5 |
| 10/7 | Module 7 (Group 1) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 10/12 | Module 7 Quiz | Quiz | 5 |
| 10/14 | Module 8 (Group 4) Module Presentation & Case Study Discussion Board | Discussion | 10 |
| 10/19 | Module 8 Quiz | Quiz | 5 |
| 10/19 | (Midterm Project) Motivational Interviewing Core Skills and Processes Paper | Assignment | 100 |
| 10/21 | Module 9 (Group 3) Module Presentation-Handout & Discussion Board | Discussion | 10 |
| 10/26 | Module 9 Quiz | Quiz | 5 |
| 10/26 | Part I: Grand Rounds Client Profile and History Formulation | Assignment | 100 |

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| 10/28 | Module 10 (Group 10) Module Presentation-Handout & Discussion Board | Discussion | 10 |
| 11/2 | Module 10 Quiz | Quiz | 5 |
| 11/4 | Module 11 (Group 7) Module Presentation-Handout & Discussion Board | Discussion | 10 |
| 11/9 | Module 11 Quiz | Quiz | 5 |
| 11/16 | Module 12 Quiz | Quiz | 5 |
| 11/16 | HIV and Bloodborne Pathogens, Section I: Introduction and Definitions | Assignment | 100 |
| 12/5 | (Group Activity) Facilitate In-class Manualized SUD Group Session | Assignment | 20 |
| 12/8 | EXTRA CREDIT: Trauma-focused Cognitive Behavioral Therapy (TF-CBT) Training | Assignment | 100 |
| 12/8 | EXRA CREDIT: Skills for Psychological Recovery (SPR) Professional Training | Assignment | 10 |
| 12/8 | EXTRA CREDIT: Course Evaluation | Assignment | 50 |

| Due Date | Assignment Name | Assignment Type | Points |
|----------|-----------------|-----------------|--------|
| 12/8 | Part II: Grand Rounds Presentation and Client Intake Demonstration | Assignment | 100 |
| 12/8 | Part III: Grand Rounds Individual & Group Evaluation | Assignment | 100 |

# Additional Class Policies

**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

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