

Course Information



Intro to Prof Skills for SUDC

SW 2910-001

Fall 2025

Course Section Information

Days:

Time:

Campus:

Classroom:

Course Description

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.

Prerequisite(s): PSY1010 and SW2100 OR FHS1500

Semester(s): Fall & Summer

Course Prerequisites/Co-requisites

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

Textbooks, Readings, and Course Materials

Authors: NAADAC

Publication Date: 2017

Title: Basics of Addiction Counseling

Subtitle: Desk Reference. Module III: Ethical And Professional Issues in Addictions Counseling

Edition: 11th

Link: <https://www.naadac.org/bookstore>

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

Course Student Learning Outcomes

- 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.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
8/30/25	(Post video by 8/27; Respond to 3 posts by 8/30) Recorded Student Intro	Discussion	10
9/6/25	Mandatory Reporter Training	Assianment	100
9/6/25	Module 1 Quiz	Quiz	3
9/13/25	Module 2 Quiz	Quiz	6
9/15/25	Module 3 (Group 4) Recorded Presentation & Handout Discussion Board	Discussion	10
9/20/25	Module 3 Quiz	Quiz	10
9/20/25	Utah BCI Criminal Background History Report	Assignment	10
9/22/25	Module 4 (Group 6) Recorded Presentation & Handout Discussion Board	Discussion	10
9/27/25	Module 4 Quiz	Quiz	8

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. 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 approximately 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.

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.

Weekly In-Class Modality Demonstration & Group: Groups will be assigned to review the summary of their assigned therapeutic modality provided in their assigned module. This summary will serve as the foundation for your research. Additionally, students are required to conduct further research using academic sources, such as peer-reviewed journal articles, textbooks, and reputable online resources. A key component of your preparation is to locate and review a relevant YouTube training or demonstration video related to your assigned modality that will help group members to visualize and plan how to facilitate the demonstration. The presentation must be 10 minutes in length, and the demonstration must also be 10 minutes in length. Please Note: groups are required to search and include a minimum of two (2) peer reviewed articles. Groups must upload their research articles to this assignment page with their presentation materials to receive credit. Only peer-reviewed articles may be used, no websites, blogs, or other non-peer reviewed content may be used. Reference Canvas for details.

Obtain A Type I National Provider Identifier (NPI): To work within the healthcare field, all Substance Use Disorder Counselors must register with NPPES and apply to obtain a Type I National Provider Identification number (NPI) to bill under their licensed supervisor. For this assignment, students will apply for a Type I NPI through NPPES and upload the email that they receive once NPPES issues a NPI number. Completion of this assignment is required to pass this course. 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.

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. You will submit these certificates into Canvas to confirm that you have completed these trainings. Reference Canvas for details.

Cultural Competency (4-hour) Training: This assignment aims to enhance your cultural and linguistic competency as a Substance Use Disorder Counselor (SUDC) by completing a comprehensive online training program. Cultural and linguistic competency is recognized as an important strategy for improving the quality of care provided to clients. You will learn how to better respect and respond to your client's unique needs through this evidence-based training, then reflect on its application to your SUDC practice. Once students have completed the training, they will upload a PDF copy of the Certificate of Completion along with a comprehensive reflection paper (500-750 words, APA format). 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: 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.

Film Review – “Don’t Worry, He Won’t Get Far on Foot”: Students will watch this film and then write a 5-page review paper using APA 7 formatting. In this paper, students will examine the NAADAC and TAP21 professional code of ethics and standards for professional practice for substance use disorder counseling. Students will analyze the role of an addiction support group leader/sponsor and a SUD counselor through the films portrayal of a male client with a physical disability who presents with an Alcohol Use Disorder (AUD). 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

Course Assignments	Weight
Attendance, Participation, In-class Activities	10%
Textbook Chapter Quizzes (12)	10%
Group Module Presentation & Discussion Board	10%
Weekly In-Class Modality Demonstration & Group	10%
Student Introduction & National Provider Identifier (NPI)	2.5%
Utah BCI Report & Professional Resume	2.5%
Family of Origin Paper & Film Review	15%

Professional Trainings (Online)	20%
Evaluation of Group Member Participation	10%
Mid-term & Final Examinations	10%
Total	100%

Grading Scale

A = 100%- 94%	B = 86% -83%	C = 76%-73%	D = 66% -63%
A- = 93% - 90%	B- = 82% -80%	C- = 72%-70%	D- = 62%-60%
B+ = 89%- 87%	C+ = 79% -77%	D+ = 69%-67%	E = 59% or less

Engagement Plan

Staying Connected: I regularly post interactive announcements that include opportunities for class discussion, relevant mental health resources, and occasional extra credit. These announcements often highlight current developments in social work practice and behavioral health. Enable your Canvas announcement notifications to ensure you don't miss these valuable opportunities!

Availability & Response Times: I welcome the opportunity to meet with you to discuss course content, assignments, or your professional development!

Canvas Messages: As your primary method to contact me, I prioritize Canvas Inbox messages and aim to respond within two business days (48 hours). Assignment

Feedback: You can expect detailed feedback on major assignments within 7 days of the submission deadline, including constructive suggestions for professional development.

Office Hours: I hold virtual office hours by appointment, and in-person office hours on Wednesday at 11:30am - 12:30 pm. Because I regularly meet with students, please be sure to schedule an appointment to ensure that we will have time.

Pro Tip: I strongly suggest scheduling a time to meet early in the semester, or as soon as you feel you could use more support. Do not wait till you are completely overwhelmed or behind.

Professional Communication Practice:

- Use Canvas Inbox as your primary method of contact - this mirrors professional documentation practices you'll use in the field.
- Check announcements bi-weekly for class updates, field-relevant opportunities, and community resource sharing.
- Ensure your Canvas notifications are enabled for announcements.
- Practice professional email etiquette as preparation for agency communication.
- Reach out early if you need clarification on assignments or content - this models the consultation process in social work practice.

I am committed to maintaining open lines of communication and supporting your development as emerging behavioral health professionals. While you may reach me through other channels, messages through Canvas Inbox will receive priority attention, allowing me to provide the most timely and thorough support for your learning journey.

Remember: Building strong communication skills now will serve you well in your future role as a behavioral health professional where clear, timely, and professional communication is essential.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

How to Succeed in the Course

The classroom will be a microcosm of the professional realm. Everything you do will in class will reflect how you will perform in your professional roles. You will, therefore, be expected to act with integrity and engage with classmates and instructors with respect, dignity, patience, open-mindedness, and compassion.

Instructor recommended strategies for achieving success in a college course include the following: arrive to class early, participate during in-class discussions, engage with the material, complete assignments on time, seek help when needed, study effectively, manage time proactively, and maintain open communication with the instructor.

Students will acquire a thorough understanding of course concepts, theories, and applications as they implement the aforementioned strategies.

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.

- 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: All assignments are required to be written according APA 7th edition guidelines. They Should be written at a college level, with attention to spelling, grammar, clarity, and proper formatting. Each submission must be in 12-point Times New Roman font, double- spaced, with one-inch margins on all sides. Follow APA 7th Edition guidelines for formatting, in-text citations, and reference lists. When you use sources, you must include both in-text citations and a corresponding citation in the References section.

If you need additional support, please consult the Student Writing and Reading Center for assistance with writing and citations. <https://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.

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.

Course Content Advisory

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. The Center for Health and Counseling (CHC) provides confidential support services and can be reached at 801-957-4268. Additionally, the Disability Resource Center (DRC) is available to discuss potential accommodations, if needed: 801-957-4659. Our goal is to create a learning environment that balances academic rigor with emotional safety, allowing all students to engage meaningfully with the course material while maintaining their well-being.

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.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Academic Integrity

Cheating / Plagiarism / Unauthorized Use of Artificial Intelligence (AI)

Be honest. Have integrity. Take pride in your efforts. Cheating, plagiarism, and the unauthorized use of artificial intelligence (AI) tools are not permitted and will not be tolerated.

- Cheating and plagiarism will result in an automatic zero on the assignment and may lead to a report being filed with the Dean of Students.
- Plagiarism includes using another person's words or ideas without proper citation. This is a serious academic offense and a violation of the SLCC Code of Student Rights and Responsibilities (CSRR, pp. 15–16).
- AI Use Policy: The use of AI-generated content (e.g., ChatGPT, Bard, etc.) to complete assignments, write papers, produce PowerPoints (or photos), or answer quiz questions is strictly prohibited unless explicitly approved by the instructor for a specific task. Submitting AI-generated work as your own is considered academic dishonesty and will be treated as plagiarism.

To avoid plagiarism, ensure that all sources (except common knowledge) are properly cited. If you need help with citations or writing, please visit the Student Writing & Reading Center.

All written work will be submitted through plagiarism-detection software in Canvas. Papers containing plagiarized material will receive a score of 0 for a first offense. A student who plagiarizes a second time may fail the course.

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, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. 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.

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, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. 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.

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SW - 2910 001

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](#)