



College of Health Sciences | MA in Clinical Counseling

PSY6075 Treatment of Substance Use Disorders

3 Units

Course Information:

Fall 2024/Quad 1

Course Dates: 9/03/2024 - 12/22/2024 (9/2 is a holiday)

Meeting days/times:

Mondays, 5:30 PM - 8:15 PM

Meeting location: Mission Valley Campus, Room 303

Instructor Information:

Instructor title and name: Carrie Tremble, Ph.D., LPCC, LAADC, SAP, EMDR

Email: ctremble@pointloma.edu

Office location and hours: 250B Monday 12:30 – 1:30 PM - If office hour times do not work for you, please email me to set up a time to meet.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course is designed to introduce students to etiological addiction counseling theories, research, and clinical application. Students will be invited to learn about the impact of addictive substances and behaviors on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments used to identify substance abuse, evidence-based practices in the field of addictions counseling (such as MI and DBT), prevention, and behavior modification techniques. Students will familiarize themselves with the impact of addictions on the family, group work with substance use clients, interventions, and addiction among special populations. Additionally, students will have the opportunity to engage in experiential learning activities such as attending 12-step program meetings, completing an abstinence experiential exercise, and role-playing to create knowledge pertaining to addiction

counseling. This course serves to prepare students to address the issue of addiction with clients in general practice, as well as work in substance abuse counseling settings. Letter Grade.

Program and Course Learning Outcomes

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling (MACC)* are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Identify the main etiological theories of substance abuse
2. Understand the pharmacological, physiological, and psychological aspects and effects of substance use and process addiction and the classifications of substances
3. Understand, and be able to apply skills and tools for the assessment and diagnosis of substance abuse and co-occurring disorders/ severely mentally ill
4. Demonstrate an understanding of the counselors' role at various stages in prevention, treatment, case management, advocacy, and collaborative treatment

5. Demonstrate an understanding of the various treatment modalities (e.g. individual, group, community resources, and self-help) and the legal and medical aspects of substance use
6. Demonstrate an understanding of the relapse dynamic and relapse prevention strategies in recovery-oriented care systems
7. Understand the unique needs and challenges in treating special populations at risk

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

This course meets PLNU and Western Association of Schools and Colleges (WASC) credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Course Hours			
Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	9	10	10
	24	65	45
TOTAL HOURS			134

Required Texts and Recommended Study Resources

Stevens, P. & Smith, R. (2018). *Substance Use Counseling: Theory and practice (6th Ed.)*.

Boston: Pearson Education, Inc., ISBN: 9780134055930, 0134055934

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Assessment and Grading

Attendance and Participation (20 Points)

Weekly attendance and active participation in class are expected. Students are expected to critically engage with course material and activities, be curious, explore diverse perspectives, and challenge assumptions. Together, we are responsible for fostering and maintaining a professional, positive, and stimulating classroom environment. Attendance, attitude, and involvement in class are essential components of being a successful student in this class. Your presence is critical to course outcomes for this class especially because of the in-class activities and role-plays you will be involved in with your partner. If you are not there it will be extremely difficult for them, as well as your teamwork for your clinical presentations.

PAPER

Option A: Experiential Exercise/Paper

Students will engage in a 21-day abstinence exercise from ALL mood-altering substances or from a behavior to help students experience similar feelings and thoughts that individuals might go through when quitting their substance or behavior of choice and to gain personal insights and develop empathy towards individuals struggling with abstinence or addiction recovery. It is not meant to emulate the recovery process but to foster understanding and empathy.

- **Substances/Behaviors to Abstain From:**

Mood-Altering Substances: Caffeine, alcohol, narcotics, stimulants, nicotine, PM versions of medications such as Tylenol.

Behaviors: Internet use, eating sweets, playing video/computer games, watching television, cell phone usage.

PLEASE NOTE: Do NOT stop taking any medications that have been prescribed to you by a medical provider. No one should be compromising their health in order to take part in this exercise.

Requirements:

1. **Accountability/Behavior Chart/Class Participation:**

- Students are paired with an accountability peer to check in daily for support.
- Keep a daily behavior chart to track progress.
- Bring the chart to class and be prepared each week for discussion.

2. **Duration:**

- Start: 5:00 p.m. on Monday, 9/9 – 5:00 p.m. Monday, 9/30.

3. **Experiential Paper Due October 7th**

- Describe your personal experience with the abstinence exercise.
- Reflect on the psychological and emotional challenges you faced.
- Share insights gained about the difficulties individuals might face during abstinence.
- Discuss any strategies that helped or hindered your abstinence.
- No strict APA formatting required since this paper is reflective rather than academic in nature, but citations should be provided if external sources are referenced. 2-3 pages in length.

Option B: Research Paper

Students will write a comprehensive research paper on a topic of their choice within the field of addictions. The paper should provide an in-depth analysis and discussion on the chosen topic, supported by scholarly research and evidence. This research paper assignment is an opportunity to deepen your understanding of a key issue in the field of addictions and to develop your research and academic writing skills. Make sure to choose a topic that interests you and aligns with your future career goals in addiction studies.

Assignment Objectives:

1. **Select and research a specific topic related to addictions.**

Possible topics include, but are not limited to:

- Diagnosis and assessment of substance use disorders
- Treatment modalities (e.g., Cognitive Behavioral Therapy, Motivational Interviewing)
- Current trends and emerging substances in addiction
- Multicultural considerations and implications in addiction treatment
- Techniques and strategies in group therapy for addiction
- Family dynamics and the impact of addiction on families
- Effective interventions for specific populations (e.g., adolescents, veterans)
- The role of technology and telehealth in addiction treatment

2. **Conduct thorough research.**

Gather information from at least 10 references from major scientific journals. Textbooks and non-scholarly sources should be minimized and only used if necessary to provide context or background information.

3. **Write a structured, well-organized paper.**

Adhere to APA format, including a title page, abstract, headings, and a references page. The paper should be

written clearly and concisely, demonstrating a logical flow of ideas and depth of analysis.

4. **Demonstrate critical thinking and integration of research.**

Synthesize information from multiple sources to provide a comprehensive understanding of the topic.

Highlight implications for practice, policy, or future research.

Paper Requirements:

- **Length:** The paper must be a minimum of 20 pages and must not exceed 25 pages, including the title page, abstract, body, and references.
 - **Formatting:** Follow APA style guidelines (7th edition). This includes:
 - **Title Page:** Include the title of your paper, your name, course name, instructor's name, and date.
 - **Headings:** Use appropriate APA headings to organize the content.
 - **In-text Citations:** Cite all sources used in the text of your paper using APA format. Ensure that at least 10 references are from major scientific journals. These should be recent (preferably within the last 5-10 years) to reflect current knowledge and trends.
 - **References Page:** Include a list of all references cited in your paper, formatted according to APA guidelines.
 - **Writing Style:** Write clearly, concisely, and in an academic tone. Avoid informal language and ensure all statements are supported by evidence.
1. **Content Guidelines:**
 - **Introduction:** Introduce the topic, state the purpose of the paper, and provide a brief overview of what will be covered.
 - **Literature Review:** Summarize and synthesize the existing research on your topic. Identify key findings, trends, and gaps in the literature.
 - **Analysis and Discussion:** Critically analyze the research findings. Discuss implications for practice, policy, or further research. Explore the challenges and opportunities related to your topic.
 - **Conclusion:** Summarize the key points discussed in the paper. Restate the significance of the topic and suggest directions for future research or practice.
 2. **Submission:**
 - Papers are due on Monday, October 7th.
 - Submit the paper electronically via the course's designated submission platform (e.g., Canvas, Blackboard) by the deadline.

Grading Criteria:

1. **Content Quality (60%):**
 - Depth of research and understanding of the topic
 - Quality of analysis and critical thinking
 - Relevance and appropriateness of references
2. **Organization and Clarity (20%):**
 - Logical flow of ideas
 - Clarity of writing and expression
 - Proper use of headings and subheadings
3. **APA Formatting (10%):**
 - Adherence to APA style for citations, references, and overall format
 - Inclusion of required sections (title page, abstract, headings, references)
4. **Grammar and Mechanics (10%):**
 - Correct grammar, punctuation, and spelling
 - Professional and academic writing style

12 Step Meetings/Support Group Attendance and Reflection Paper

This assignment is designed to help you explore the field of addictions treatment outside the classroom. Students will attend a minimum of three *different* 12-step based and/or support group meetings. Students are to complete journal entries and share insights gained, feelings, thoughts, reactions, and comfort level. These journal entries are to be brought to class to be discussed.

**** Please make sure that the meeting you attend is an *open* meeting and that you do not take notes of any kind during the meeting. Take all field notes AFTER you have left the meeting! This is for the comfort of attendees at the**

meeting. If you are asked why you are at the meeting, please be honest. ** Please attend these meetings in-person.

Topics for your 3-page paper (after attending all three meetings) should include all of the following:

- > Your **personal reactions** as an individual attending the meetings. What did you observe / learn about yourself by attending? Were you nervous? Why or why not? Did you have any stereotypes that were confirmed or shattered? What emotions did you experience?
- > What **social, psychological and spiritual principles of human behavior** are the 12 step programs based on? How do they contribute to its success?
- > **Implications for your professional practice.** Who do you think would benefit from such a group? How would you go about preparing a client for such a group based on your initial experience? Who might have a hard time participating in such a group? What do you think are the keys to the success of this approach?
- > **Integration of classroom materials** with 12 step observations. How does this experience fit or not fit with information presented in class or read for this class?

In addition, be prepared to discuss your findings, reflections, and observations in class.

Student Directed Presentation and Discussion (10 pts)

Substance Use Topic Discussion Assignment

This assignment provides an excellent opportunity to delve deeper into a substance use topic, improve presentation skills, and foster a collaborative learning environment. Remember to be creative, enjoy the process, and make the discussion both informative and engaging for your classmates! Pairs of students will work together to select a topic related to substance use and lead a discussion in class.

Assignment Requirements:

- 1. Presentation and Facilitation:**
 - Total duration: Approximately 30 minutes.
 - **20 minutes:** Presentation on the selected topic.
 - **10 minutes:** Facilitate a Question and Answer (Q&A) session with classmates.
 - Ensure that the presentation is informative, interactive, and promotes meaningful discussion.
- 2. Resource Incorporation:**
 - Use resources beyond the assigned course readings to add depth and variety to the discussion.
 - Examples of additional resources include recent research articles, news reports, multimedia content, interviews, and case studies.
- 3. Creativity and Engagement:**
 - Present the topic in a creative and engaging way.
 - Consider using visual aids, interactive activities, role-playing, or multimedia elements to capture the class's attention and interest.
 - Aim to make the learning experience both enjoyable and educational.
- 4. Print Material:**
 - Prepare and distribute printed materials that complement your presentation.
 - This could be in the form of handouts, leaflets, guides, or infographics.
 - Ensure the materials are informative, well-organized, and easy to understand.

Assignment Components	Proficient	Points
Content Quality	Depth of research, relevance, and accuracy of information provided about the population/trauma type, assessment methods, and treatment approaches. At least 5 peer-reviewed sources are used.	/2pts
Organization and Clarity	Logical structure, clear communication, and effective delivery of the presentation.	/2pts
Creativity and Engagement	Use of creative elements, visuals, and interactive components to enhance engagement and understanding.	/2pts
Professionalism and Presentation	Professional delivery, confidence, and ability to engage the	

Skills	audience and respond to questions.	/2pts
Quality of Handout	The handout is clear, organized, and engaging. Supporting materials are well-prepared and enhance the understanding of the project.	/2pts
Total		/10 pts

Assessment/ Case Conceptualization/ Treatment Plan (10 pts)

This assignment involves hands-on application of intake, assessment, case conceptualization, and treatment planning within a course laboratory setting. This assignment is designed to simulate real-world clinical scenarios, providing an invaluable opportunity to practice essential skills in a supportive educational environment.

Assignment Details:

1. Course Laboratory Day: During a designated lab day, students will participate in activities that involve conducting an intake, administering assessments, conceptualizing a case, and developing a treatment plan.
2. Packet Submission: At the conclusion of the course lab day, each student is required to submit a comprehensive packet. This packet will include the following components:
 - Intake Form: Detailed documentation of initial client interaction, including presenting issues, background information, and any relevant personal history.
 - SASSI-IV Assessment: Administer the Substance Abuse Subtle Screening Inventory-IV, interpret the results, and include findings in the packet.
 - DSM Assessment: Conduct an assessment using the Diagnostic and Statistical Manual of Mental Disorders criteria to diagnose any mental health or substance use disorders.
 - Case Conceptualization: Provide a conceptual framework for understanding the client's issues, integrating theoretical perspectives, assessment results, and other relevant data.
 - Treatment Plan: Develop a structured plan outlining therapeutic goals, objectives, and interventions tailored to the client's needs based on the case conceptualization.
1. Support and Resources:
 - Samples and templates will be provided on Canvas to guide students in completing each component of the packet effectively.

Key Objectives of the Assignment:

- Practical Application: Enable students to apply theoretical knowledge in a simulated clinical setting.
- Skills Development: Develop competencies in client intake, diagnostic assessment, case conceptualization, and treatment planning.
- Integration of Tools: Familiarize students with the use of standardized assessment tools like SASSI-IV and DSM in clinical practice.
- Critical Thinking: Enhance students' ability to critically analyze and synthesize client information to develop effective treatment strategies.

Tips for Success:

- Preparation: Review sample documents and templates provided in Canvas before the lab day to familiarize yourself with the required formats and processes.
- Attention to Detail: Ensure that all components of the intake, assessment, and treatment plan are thorough and accurately reflect the client scenario presented.
- Integration of Information: Use information gathered from the intake and assessments to inform the case conceptualization and treatment plan.
- Seek Feedback: Use the lab day as an opportunity to ask questions and receive guidance from instructors to refine your approach.

Assignment Components	Proficient	Max Points
Intake	All sections of intake are thoroughly completed and includes all pertinent information to proceed with assessment and case	/4pts.

	conceptualization	
SASSI-IV and DSM assessments	Both assessments are completed and correctly scored	/4pts.
Case Conceptualization	All sections of the case conceptualization are complete and have properly integrated the intake and the assessment results	/5pts.
Treatment Plan	A SMART treatment plan is included and is based on the earlier elements of the assignment	/5pts.
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/2pts.
Total		/20 pts.

Final Paper- Case Conceptualization (20 pts)

Video/Film Review and Analysis:

Students will view a film, approved by the professor that depicts the development of a substance use disorder as it occurs in an individual or group of individuals. The depiction will include a character in a story who encounters significant difficulty in dealing with a psychoactive substance or gambling, and may include co-occurring mental and physical disorders. The film *Ray* (2004), a biopic regarding the life of musician Ray Charles, is an example of a film that includes such a portrayal. Another example of a film with a realistic depiction of substance use disorders is *Requiem for a Dream*. A recent example of a mini-series with accurate depictions of substance use disorders is *Dope Sick*, which is available on Hulu.

After viewing the film, the student will develop a clinical formulation of the character(s) affected by a substance use disorder (SUD) and create a treatment plan using the format provided below:

An effective way to create comprehensive treatment plans is to follow the acronym, DO A CLIENT MAP (Seligman, 2004). Each letter of the acronym serves as a topic heading for the treatment plan narrative. Each student is to write a minimum of one paragraph for each section, providing a strong reason and rationale for their clinical decisions. Students will utilize the textbooks, lectures, and supplemental materials to support their formulation and treatment choices.

Diagnosis (D) – Determine a diagnosis (diagnoses) and the differential diagnosis of observable substance use disorders (SUD) and co-occurring mental disorders (if applicable), utilizing the criteria specified in the current *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. To support your diagnosis, please discuss the following: a detailed analysis and understanding of the addictive process experienced by the character depicted in the video/film including symptoms, length of addiction and impact on all aspects of the character's life.

Objectives (O) - After determining the diagnosis/diagnoses, students are to select the short-term, mid-term, and long-term objectives (i.e. what the client will do) that will be addressed during treatment. These should be geared toward helping clients move from problematic substance use toward recovery, as well as address other areas that will help them remain in remission from substance abuse or other addictive behavior. These objectives and goals should be Specific, Measurable, Attainable, Realistic and Time-limited (S.M.A.R.T.)

Assessment (A) – Students will consider multiple methods and modalities to obtain a good picture of what is happening with the person portrayed in the video/film. This will include informal techniques (screening assessments and interviews with family members and friends) and formal techniques (test instruments like the Addiction Severity Index (ASI) that clients can take with pen/paper or on a computer)

Clinician (C) – Match the ideal counselor for the client. There are certain characteristics that may better fit the client's needs. Answer these questions: If one were able to create the perfect counselor for your client, what would you choose? What would be the *ideal* gender, age, ethnicity, and theoretical orientation? Also, provide a clear rationale for why you selected these particular characteristics.

Location (L) – Identify the appropriate locus or level of care for the client based upon diagnostic and other assessment data.

Interventions (I) - now that the location has been chosen, how will you approach treatment? This begins by picking the most effective treatment model to address the concerns that clients bring to treatment. Then you need to decide the focus of interventions, be it a past/present/or future orientation and how much time will be spent on developing appropriate coping skills (and what would those be?).

What Treatment Model would work best for this client (e.g., Motivational Interviewing, Cognitive Behavioral, Minnesota Model, etc.) and why?

Emphasis (E) - this is where you determine how the chosen treatment model will be adapted to the individual client. This decision will be based on clients' levels of motivation (high vs. low), how they entered treatment (voluntarily or at the request of someone else), and their current stage of change

Number of People (N) or Modality - identify the modalities that will be employed to apply the interventions and emphasis that you have chosen. Remember to keep in mind the location and whether or not these modalities occur in those facilities. Which counseling modality will be employed? (more than one is the norm and remember to provide a rationale)

- Individual counseling
- Couples counseling
- Family counseling
- Group counseling

Timing (T) - for each chosen counseling modality above, how long will each session be? How frequently will it occur? How many of each should be provided? And how will these be sequenced (e.g., will you start with group and then move on to individual, followed by couple's counseling in the future?)? Some examples are listed below:

1. Length of sessions – 1 hour individual sessions, 2 hour group sessions, etc.
2. Frequency of sessions – individual 1x/week, group 5x/week
3. Number of sessions – 4 individual sessions, 20 group sessions
4. Pacing and sequence – Individual sessions will be held on Fridays and will decrease to every-other week after the first four weeks.

Medication (M) - determine if a medication evaluation (i.e. a referral to a psychiatrist) is appropriate. This might be worthwhile if the drug of dependence has characteristics of physical dependence and/or if there is a co-morbid psychiatric concern.

Adjunct Services (A) - in addition to the treatment that you are providing, what other areas of the client's life need attending? Are they homeless, in financial trouble, have a legal record, are seeking spiritual direction, or are physically challenged?

Prognosis (P) - this is the likelihood that the objectives will be reached (i.e. that the client will get better). This judgment is based on several things:

- In what course of the disorder is the client [e.g., is s/he at the beginning of her/his disorder (thus with increased denial)]?
- Is there a presence of any coexisting disorders (process addictions, psychiatric disorders) that will complicate treatment?
- Does the client have any strong support systems (or no support systems at all - which of these would lead to a better prognosis)?
- Are the client's expectation for success high or low and how realistic is that?
- What stage of readiness for change is the client (Pre-contemplative versus Maintenance)?

Terms to use – “Based upon (the answers to the above questions), the client's prognosis is”:

- excellent
- very good
- good
- fair
- poor
- guarded

Your final product will be written in APA style format including a title page, running head, proper headings, and references and be approximately 3-4 pages in length. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

Assignment Components	Proficient	Max Points
Review and analyze a video or film depicting a person affected by a substance use or addictive disorder.	Demonstrates a detailed analysis and understanding of the addictive process experienced by the character depicted in the video/film including symptoms, length of addiction and impact on all aspects of the character’s life. This section should serve as an introductory paragraph or two for context before your do-a-client-map	/5pts.
Develop a comprehensive case formulation using <i>Do-A- Client-Map</i> format.	Addresses each component of the treatment plan format with accurate, realistic, and clinically justified responses, consistent with the data provided by the video/film.	/13pts.
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/2pts.
Total		/20 pts.

Assignment Distribution/Evaluation Criteria

Assignment	Points
Attendance and Professionalism	20 points
Experiential Exercise/ Scholarly Paper	20 points
12-Step Meetings and Paper	10 points
Student Directed Discussion/ Presentation	10 points
Case Conceptualization/ Assessment/ Tx Plan	20 points
Final Paper/ Case Conceptualization	20 points

Total	100
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Grading Scale:

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

Course Policies:

Readings and Assignments: It is the students' responsibility to complete all required readings prior to coming to class in order to do well in class discussions, role-plays, and to promote a rich class time experience to demonstrate you can apply what you have learned. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due by the beginning of class on the date specified on the syllabus. No late assignment will be accepted.

Participation: The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade. Please put electronic devices used for taking notes during class on airplane mode to reduce distractions.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared, as the instructor is a mandated Title IX reporter. If the instructor acquires information relevant to a student's progress or performance in the program, he will contact the student for a meeting to discuss the issue.

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 5 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](#) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#).

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Class schedule: Instructor reserves right to change course schedule based on class needs

Session	Date	Topic	Readings	Assignments Due
1	September 2	Light Week- No In-person Class Introduction to Substance Use Disorder Counseling	Ch. 1	Please complete discussion board
2	September 9	Ethical and Legal Issues in Substance Use Disorder Counseling	Ch. 2	Please complete readings of chapters before class.
3	September 16	The Major Substances of Use and Their Effect on the Brain and Body	Ch. 3	
4	September 23	Etiology of Substance Abuse: Why People Use	Ch. 4	
5	September 30	Assessment and Diagnosis	Ch. 5	
6	October 7	Treatment Planning and Treatment Settings	Ch. 6	Experiential Exercise Paper Due

7	October 14	Individual Treatment	Ch. 7	Group 1 Presentation Due
8	October 21	Assessment/Treatment Lab Day		
9	October 28	Group Counseling for Substance Use Disorders	Ch. 8	Group 2 Presentation Due
10	November 4	Family Counseling with Individuals Diagnosed with Substance Use Disorders	Ch. 9	Group 3 Presentation Due Assessment/ Treatment Plan Assignment Due
11	November 11	Retaining Sobriety: Relapse Prevention Strategies	Ch. 10	Group 4 Presentation Due Assignment 2 Due
12	November 18	Working with Special Populations: Treatment Issues and Characteristics	Ch. 11	Group 5 Presentation Due
13	November 25	Light Week- No In-person Class Behavioral Addictions/ Non-Substance Related Disorders: An Overview	Ch. 14	Please complete discussion board
14	December 2	Working with Diverse Cultures	Ch. 12	12-Step Paper Due
15	December 9	Prevention	Ch. 13	
16	December 16	DO A CLIENT MAP Final		DO A CLIENT MAP Final Due