

Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Department of Educational Psychology

EPS 590

Substance and Addictive Disorders

Semester and Year

Syllabus

Total Units of Course Credit: 3

Course Pre-requisite(s), Co-requisite(s), Co-convened, and/or Cross-Listed Courses: Admission to the Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology (PhD) program, EPS 601 and EPS 660

Mode of Instruction: Blended. Face-to-Face, traditional lecture and discussion, and some online components.

Instructor's Name:

Instructor's Contact Information:

Office:

Phone / email:

Instructor's Availability:

Office Hours:

Course Purpose: The purpose of the course is to provide students with an overview of addictive disorders and their treatment. The course will cover knowledge and skills involved in screening, assessment, and working with people who live with addictive disorders. Students will be introduced to and practice basic skills in motivational interviewing, screening, assessment, and treatment planning.

Core Curricular Experiences/SLO	CACREP	Evaluation
Knowledge of: theories and etiology of addictions and addictive behaviors	F.1.3.d	Discussion posts, final exam, poster presentation
Knowledge of: signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	SC- G.2.i	SBIRT, discussion posts, final exam, poster presentation
Knowledge of: neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CMHC - 1.d	Discussion posts, final exam
Knowledge of: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	CMHC – C.2.e	Discussion posts, final exam, SBIRT
Knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CMHC – C.2.c	Discussion posts, final exam, SBIRT, MI practice sessions

Assignments/Assessments of Course Student Learning Outcomes:

1. Reflective Discussion Posts:

- a. There are 10 online reflective writing assignments designed to reflect your learning in the Required Readings and Activities in Bb Learn. These posts include reflecting on the reading as well as Blended Activities, which are typically multimedia presentations you will watch as part of your online learning experience.
- b. Please cite a statement from each required reading and/or multimedia resource and write a reflective paragraph for each citation. Discuss your reactions, new learning, and applications to practice. Please format your posts as follows. (You do not need to use outline formatting and the Rubric on Bb Learn outlines the grading criteria):
 - i. “Like other important psychiatric traits, substance dependence (SD) is genetically influenced, and this genetic influence is complex.” (Gerlenter & Kranzler, 2015).
 1. Your Paragraph Reflection

The Purdue online writing lab is a great resource:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

This site is also useful when citing non-page numbered online texts. However, I won't ask you to count paragraphs, just the author(s) and year will suffice.

<https://blog.apastyle.org/apastyle/2015/03/when-and-how-to-include-page-numbers-in-apa-style-citations.html>

1. Recorded and Self Evaluated 10-Minute Motivational Interviewing Session

- a. You and a peer will conduct a basic motivational interviewing session in the counseling lab and record it in the VALT system. Once recorded, review the 10-minute segment and code the counselor and client utterances using the markers in VALT, or you can record the session on another device and submit a word document showing your session coding. Then complete the MI Session Rating excel form and upload to BB learn. You may use your final practice video for this assignment. You will need to code your own responses and then I will review your video and grade your session according to my review.

2. In Class Practice and Feedback Sessions

- a. In assigned groups, you will participate in class practice sessions in the counseling lab and/or classroom spaces. These training and feedback sessions cover motivational interviewing practice. For these sessions, each student will participate in the following roles: counselor, technical skills rater, change talk rater, and overall session rater. Please follow the procedures below to facilitate the small group work:
 - i. The sessions will involve 2 students per group practicing their counseling skills in 10-minute sessions. Each student will complete at least 3 practice sessions in the counselor role.
 - ii. When in the counselor role, write your name in the counselor field on the feedback forms and provide the forms to the observers. Using forms following the Manual for the Motivational Interviewing Skill Code (MISC), the technical observer(s) will record MI utterance frequencies of the counselor.
 - iii. Using forms following the MISC, the overall session rater will provide feedback related to the counselor's acceptance, empathy, and MI spirit.
 - iv. Please complete the session evaluation forms and upload to Bb Learn by the due dates.
 - v. The last practice session can be used for your final MI video review.

3. Addiction Focused Poster Presentation:

- a. You may complete this assignment individually, in pairs, or up to a group of 4.
- b. Select a topic that is of interest to you or your team that is related to addiction in professional practice. You have some creative latitude for this project.
- c. Organize the presentation into 3 sections:
 - i. Section One: Describe the problems, issues, or concept you are addressing and provide relevant data and literature to support your presentation topic.
 - ii. Section Two: Describe relevant interventions, approaches, and treatment processes.
 - iii. Section Three: Provide a list of resources where people can access more information related to your topic. Provide a one-page handout for the audience that lists available resources and/or literature that provide more information.

- iv. Preparation and Presentation: Prepare a professional quality trifold or printed poster that covers these areas and participate in the poster symposium at the end of the semester.
- 4. **SBIRT Training:**
 - a. Please access the online Screening, Brief Intervention, and Referral to Treatment Training (SBIRT) at: https://psattcelearn.org/courses/4hr_sbirt/
 - b. Complete all 4 modules, pass the test with 80% or better, and upload your certificate of completion to BB Learn.
- 5. **Final:**
 - a. The final will be online via BB Learn. Content comes from the required readings and activities in the BB Learn learning modules.

Grading System:

Grading Component	Units	Value/Unit	Max Pts	Percentage
Reflective Discussion Posts	10	50	500	50%
In Class MI Practice and Feedback Sessions with Completed Forms	3	50	150	15%
Final Recorded MI Session	1	100	100	10%
4 Hour SBIRT Online Training	1	50	50	5%
Presentation	1	100	100	15%
Final	1	100	100	10%
Total Points			1000	100%
Points System (Grade Ranges): A = 900-1000; B = 800-899; C = 700-799; D = 600-699, F < 699 pts				

Readings and Materials:

Brooks, F., & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. American Counseling Association.

Available Free Online at:

<https://ebookcentral-proquest-com.libproxy.nau.edu/lib/nau-ebooks/detail.action?docID=1938274>

https://libproxy.nau.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C3406422

Access to Blackboard Learn (Bb Learn) at <https://bblearn.nau.edu/webapps/login/> Tech support for accessing anything in e-Learning is available at: (866) 802-5256 and at elc-help@nau.edu

Note on the Emergency Textbook Loan Program: NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

Usual Class Agenda:

Classes will be held from 12:45 p.m. to 3:15 p.m. and will include lectures, discussions, demonstrations, role-plays, case study reviews, videotape clips, and presentations. We will follow the time structure below for most class meetings:

- 5 Min Getting Started and Agenda
- 15 Min Support Group Demo Check in
- 30 Min Lecture
- 10 Min Break
- 45 Min Lecture/Practice/Demonstration
- 45 Min MI Review/Demonstration/Practice

Substance and Addictive Disorders

Course Schedule:

Week	Topic	Assignments	CACREP Standards Covered
Course Foundations and Introduction			
1 1/14/20	1. Intro to Course & Syllabus 2. Identifying Target Change Behaviors 3. MI Session and Support Group Demonstrations 4. Questions and Clarifications	Assignments Due by 11:59 p.m. Please Complete Required Readings and Media Reviews Before Class	F.1.3.d
2 1/21/20	1. Support Group Demonstration 2. Motivational Interviewing 3. Addiction Severity Index Practice 4. In Class Practice – Intro to MI (OARS)	Due: Course and Syllabus Check-In Survey Due: Discussion 1 Read: Week 1 Required Readings and Media	F.1.3.d
Biological Foundations and The Biopsychosocial Model			
3 1/28/20	1. A Biopsychosocial Framework 2. In Class Practice- Intro MI (OARS - MI Practice 1 Complete)	Due: Discussion 2 Read: Week 3 Required Readings and Media	F.1.3.d SC- G.2.i CMHC - 1.d CMHC – C.2.e
4 2/4/20	1. Biopsychosocial Model Pt 2 2. Intro Drug Classifications and Effects 3. In Class Practice –MI Clinical and Coding Skills (OARS and Change Rulers)	Due: Discussion 3 Read: Week 4 Required Readings and Media	F.1.3.d SC- G.2.i CMHC - 1.d CMHC – C.2.e

Substance and Addictive Disorders

Week	Topic Please note the course schedule and topics may change due to class progress	Assignments Assignments Due by 11:59 p.m. Please Complete Required Readings and Media Reviews Before Class	CACREP Standards Covered
5 2/11/20	<ol style="list-style-type: none"> 1. Drug Classifications and Effects 2. Medication Assisted Therapy 3. In Class Practice –MI Clinical and Coding Skills (OARS and Change Rulers) 4. Addiction Severity Index Practice 	Due: Discussion 4 Due MI Practice 1 Read: Week 5 Required Readings and Media	F.1.3.d SC- G.2.i CMHC - 1.d CMHC – C.2.e
Psychological Foundations			
6 2/18/20	<ol style="list-style-type: none"> 1. Co-Occurring Disorders 2. In Class Practice – Intermediate MI Clinical and Coding Skills (OARS and Change Rulers) 	Due: Discussion 5 Read: Week 6 Required Readings and Media	F.1.3.d CMHC - 1.d CMHC – C.2.e
7 2/25/20	<ol style="list-style-type: none"> 1. Trauma, Loss and Addiction 2. In Class Practice – Intermediate MI Clinical and Coding Skills (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Due: Discussion 6 Due: Practice Session 1 Feedback Forms Read: Week 7 Required Readings and Media	F.1.3.d CMHC - 1.d CMHC – C.2.e
8 3/3/20	<ol style="list-style-type: none"> 1. Process and Behavioral Addictions 2. In Class Practice – Intermediate MI Clinical and Coding Skills (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 3. ASI Practice 	Due: Discussion 7 Due: MI Practice 2 Read: Week 8 Required Readings and Media	F.1.3.d CMHC – C.2.e
Sociocultural Foundations			

Substance and Addictive Disorders

Week	Topic Please note the course schedule and topics may change due to class progress	Assignments Assignments Due by 11:59 p.m. Please Complete Required Readings and Media Reviews Before Class	CACREP Standards Covered
9 3/10/20	<ol style="list-style-type: none"> 1. Family Systems and Families in Recovery 2. Clinical and Coding Skills 3. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Due: Discussion 8 Read: Week 9 Required Readings and Media	F.1.3.d SC- G.2.i
3/17/20	Spring Break		
10 3/24/20	<ol style="list-style-type: none"> 1. Cultural, Social, and Criminal Justice Factors 2. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Due: Discussion 9 Read: Week 10 Required Readings and Media	F.1.3.d
11 3/31/20	<ol style="list-style-type: none"> 1. 12 Step Fellowships, Social Support, Support Groups 2. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 3. ASI Practice 	Due: Discussion 10 Due: MI Practice 3 Read: Week 11 Required Media and Training	F.1.3.d
Screening, Assessment, and Interventions			
12 4/7/20	<ol style="list-style-type: none"> 1. Screening, Assessment, Diagnoses, and Levels of Care 2. Treatment Overview 3. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Due: SBIRT Training Certificate Read: Week 12 Required Media and Training	F.1.3.d SC- G.2.i CMHC – C.2.e

Substance and Addictive Disorders

Week	Topic Please note the course schedule and topics may change due to class progress	Assignments Assignments Due by 11:59 p.m. Please Complete Required Readings and Media Reviews Before Class	CACREP Standards Covered
13 4/14/20	<ol style="list-style-type: none"> 1. Individual and Couple Treatment Models 2. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Read: Week 13 Required Media and Training	
14 4/21/20	<ol style="list-style-type: none"> 1. Experiential Group Work 2. Seeking Safety 3. The Matrix Model 4. Contingency Management 5. In Class Practice – Intermediate MI (OARS, Change Rulers, Elaborating on Change Talk, Complex Reflections) 	Read: Week 14 Required Media and Training Due: Recorded MI Session Self Evaluation Form	
15 4/28/20	Poster Presentations and Wrapup	Due: Poster Presentations	
5/5/20	Final		

Class Policies:

1. Attendance Policy

The class attendance policy is as follows: Each unexcused absence after the first will result in an additional 50-point deduction from the final grade. If you know ahead of time that you are going to miss class, contact the instructor in advance. Please provide evidence of a reasonable excuse (family/medical emergency, etc.) if you will be missing class.

The NAU attendance policy states:

Regular class attendance is a strong predictor of student success.

The student is responsible for regularly attending all courses for which she/he is enrolled. Should an absence from class be unavoidable, the student is responsible for reporting the reason to her/his instructors.

In addition, students are responsible for making up any work they miss. Instructors are under no obligation to make special arrangements for students who have been absent.

Be aware that Fronske/Campus Health Services Center does not provide documentation of student health problems.

2. Religious beliefs or practices

The Arizona Board of Regents' policy forbids discrimination because of religious beliefs or practices or any absences resulting from them. In addition, students cannot be discriminated against for seeking a religious accommodation pursuant to this policy.

1. Disability Accommodations

If a qualified student with a disability believes he or she may not be able to abide by the attendance policy for disability-related reasons, the student should contact the Office of Disability Resources prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. To qualify, students must be activated by the Office of Disability Resources.

For more information on accommodation, please see the Attendance Accommodation policy.

https://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Health_Services/Folder_Templates/Forms/Attendance_Accommodation.pdf

2. Late Assignment Policy

Assignments turned in after their respective deadlines can be accepted with deductions as follows:

- a) Up to 15 minutes late: up to 90% of maximum score
- b) More than 15 minutes to 60 Minutes late: up to 80% of maximum score
- c) More than 1 hour late to 24 hours late: up to 75% of maximum score
- d) Over 24 hours late: up to 70% of maximum score

3. Cell Phones, Pagers, etc.

The distraction of hearing cell phones and other electronic devices go off during class is disruptive to the learning process. Generally, it is expected that you will not receive calls during class time. If you absolutely must be available to others during class time, be sure that you are using a non-auditory signal for incoming calls. Take a seat close to the door and please answer your call once you have left the room.

University Policies:

Please access the NAU University policies at:

<https://nau.edu/coe/wp-content/uploads/sites/30/SyllabusPolicyStmts-as-of-3-29-17-1.pdf>



**SYLLABUS
REQUIREMENTS**

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.