

Syllabus

Course Overview

During this course, you will gain an understanding of the core competencies that are required by professionals who provide treatment to people with substance-related and addictive disorders. Topics include core functions of an addictions professional, treatment approaches for substance-related and addictive disorders, ethical and legal obligations, and a basic understanding of the counseling relationship. There will be a strong emphasis on understanding diversity and special populations to support counseling techniques that are most appropriate.

An excellent text, *Becoming an Addictions Counselor: A Comprehensive Text*, by Peter L. Myers and Norman R. Salt, has been selected for this course. As you will see, it provides an overview of the required components of becoming an addictions professional. "Substance use disorders are treated with an array of professional interventions, techniques, and organized services designed to initiate, facilitate, and support recovery from dependency on psychoactive chemicals. It is necessary to be able to recognize substance use disorders and how to appropriately provide treatment" (Myers & Salt, 2019, p. 2).

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze current trends among substance-related disorders.
- 2 Identify the roles and functions of an addictions professional.
- 3 Investigate ethical standards, relevant legislation, and public policy related to the addictions profession.
- 4 Explore the concept of continuum of care as it relates to clients receiving treatment for substance-related disorders.
- 5 Analyze approaches to treating diverse and special populations with substance-related disorders.
- 6 Communicate in a manner that is consistent with the expectations for an addictions professional.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

- Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.
ISBN: 9781284144154.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adams, S. A., Vasquez, A., & Prengler, M. (2015). [A counseling formula: Introducing beginning counseling students to basic skills](#). *The Professional Counselor*, 5(1), 114–123. doi:<http://dx.doi.org.library.capella.edu/10.15241/saa.5.1.114>
- American Psychiatric Association. (2013). [Diagnostic and statistical manual of mental disorders](#) (5th ed.). Arlington, VA: Author.
- Ashford, R. D., Brown, A. M., & Curtis, B. (2018). [Systemic barriers in substance use disorder treatment: A prospective qualitative study of professionals in the field](#). *Drug and Alcohol Dependence*, 189, 62–69.
- Bergman, B. G., Greene, M. C., Slaymaker, V., Hoepfner, B. B., & Kelly, J. F. (2014). [Young adults with co-occurring disorders: Substance use disorder treatment response and outcomes](#). *Journal of Substance Abuse Treatment*, 46(4), 420–428. doi:[10.1016/j.jsat.2013.11.005](https://doi.org/10.1016/j.jsat.2013.11.005)
- Connors, G. J., Maisto, S. A., Campbell, C. E., To, B., & Sack, D. (2017). [Conducting systematic outcome assessment in private addictions treatment settings \[PDF\]](#). *Substance Abuse: Research and Treatment*, 11, 1–9.
- Dietrich, D., & Bowers, C. (2018). [Influence of an online counseling skills course on student perceptions of counseling skills](#). *International Journal on E-Learning*, 17(3), 325–329.
- Ding, K., Slate, M., & Yang, J. (2018). [History of co-occurring disorders and current mental health status among homeless veterans \[PDF\]](#). *BMC Public Health*, 18(1), 751–758.
- Doumas, D. M., Esp, S., & Miller, R. (2017). [Impact of brief intervention workshops on addiction provider knowledge, skills, negative attitudes, and interest in implementing evidence-based practices](#). *Journal of Drug Education*, 47(3/4), 121–137.
- Fearn, N. E., Vaughn, M. G., Nelson, E. J., Salas-Wright, C. P., DeLisi, M., & Qian, Z. (2016). [Trends and correlates of substance use disorders among probationers and parolees in the United States 2002–2014](#). *Drug and Alcohol Dependence*, 167, 128–139. doi:[10.1016/j.drugalcdep.2016.08.003](https://doi.org/10.1016/j.drugalcdep.2016.08.003)
- Frimpong, J. A., Guerrero, E. G., Kong, Y., & Kim, T. (2016). [Abstinence at successful discharge in publicly funded addiction health services \[PDF\]](#). *The Journal of Behavioral Health Services & Research*, 43(4), 661–675. doi:[10.1007/s11414-016-9497-8](https://doi.org/10.1007/s11414-016-9497-8)
- Greene, C. A. (2017). [A culturally sensitive approach to substance use counseling on campus](#). *Journal of College Counseling*, 20(2), 154–167.
- Hanson, K. E., Saul, D. H., Vanderploeg, J. J., Painter, M., & Adnopoz, J. (2015). [Family-based recovery: An innovative in-home substance abuse treatment model for families with young children](#). *Child Welfare*, 94(4), 161–183.
- Heaton, L. L. (2018). [Racial/ethnic differences of justice-involved youth in substance-related problems and services received](#). *American Journal of Orthopsychiatry*, 88(3), 363–375.
- Hill, T., & Laudet, A. B. (2014). [Toward quantifying the benefits of sustained addiction recovery: Findings from a national pilot survey](#). *Drug and Alcohol Dependence*, 140, e89–e89.

- Humphreys, K., & Bickel, W. K. (2018). Toward a neuroscience of long-term recovery from addiction. *JAMA Psychiatry*, 75(9), 875–876.
- Iarussi, M. M., Tyler, J. M., Crawford, S. H., & Crawford, C. V. (2019). Outcomes of incorporating motivational interviewing into basic counselor skills training [PDF]. *Journal of Counselor Preparation and Supervision*, 12(1), 1–23.
- Kelly, J. F., Stout, R. L., Greene, M. C., & Slaymaker, V. (2014). Young adults, social networks, and addiction recovery: Post treatment changes in social ties and their role as a mediator of 12-step participation. *PLoS One*, 9(6), (1–7).
- Kidorf, M., Brooner, R. K., Peirce, J., Gandontra, J., & Leoutsakos, J.-M. (2018). Mobilizing community support in people receiving opioid-agonist treatment: A group approach. *Journal of Substance Abuse Treatment*, 93, 1–6.
- Knudsen, H. K., & Roman, P. M. (2015). Innovation attributes and adoption decisions: Perspectives from leaders of a national sample of addiction treatment organizations. *Journal of Substance Abuse Treatment*, 49, 1–7.
- Mericle, A. A., Miles, J., & Cacciola, J. (2015). A critical component of the continuum of care for substance use disorders: Recovery homes in Philadelphia. *Journal of Psychoactive Drugs*, 47(1), 80–90.
- Pullen, E., & Oser, C. (2014). Barriers to substance abuse treatment in rural and urban communities: Counselor perspectives. *Substance Use & Misuse*, 49(7), 891–901.
- Simons, L., Haas, D., Massella, J., Young, J., & Toth, P. (2017). Exploring professional identity development in alcohol and drug counselors in the 21st century. *Journal of Alcohol and Drug Education*, 61(2), 40–61.
- Simons, L., Haas, D., Young, J., Massella, J., & Toth, P. (2018). The influence of gender, race, and education on professional responsibility of addiction professionals: Implications for multicultural practice. *Alcoholism Treatment Quarterly*, 36(2), 255–273.
- Steenrod, S., & Mirick, R. (2017). Substance use disorders and referral to treatment in substantiated cases of child maltreatment. *Child & Family Social Work*, 22(3), 1141–1150.
- Vasilenko, S. A., Evans-Polce, R. J., & Lanza, S. T. (2017). Age trends in rates of substance use disorders across ages 18–90: Differences by gender and race/ethnicity. *Drug and Alcohol Dependence*, 180, 260–264. doi:10.1016/j.drugalcdep.2017.08.027
- Walt, L. C., Stevens, E., Jason, L. A., & Ferrari, J. R. (2012). Continued successful SA recovery during the maintenance stage: Intra-individual resource loss & gain predict relapse. *Open Journal of Medical Psychology*, 1(1), 1–7.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (n.d.). Ethical principles of psychologists and code of conduct. <https://www.apa.org/ethics/code/index>
- Lipari, R. N., & Van Horn, S. L. (2017). Trends in substance use disorders among adults aged 18 or older. *The CBHSQ Report*. Retrieved from https://www.samhsa.gov/data/sites/default/files/report_2790/ShortReport-2790.html
- National Institute on Drug Abuse. (2015). Nationwide trends. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/nationwide-trends>
- National Institute on Drug Abuse. (2017). Recovery. Retrieved from <https://www.drugabuse.gov/related-topics/recovery>
- National Institute on Drug Abuse. (2017). Trends & statistics. Retrieved from <https://www.drugabuse.gov/related-topics/trends-statistics>
- National Institute on Drug Abuse. (2018). Comorbidity: Substance use disorders and other mental illnesses. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/comorbidity-substance-use-disorders-other-mental-illnesses>
- National Institute on Drug Abuse. (2018). Drugs, brains, and behavior: The science of addiction – Drugs and the brain. Retrieved from <http://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drugs-brain>
- National Institute on Drug Abuse. (2018). Drugs, brains, and behavior: The science of addiction – Treatment and recovery. Retrieved from <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/treatment-recovery>
- National Institute on Drug Abuse. (2018). Principles of drug addiction treatment: A research-based guide. Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition>
- National Institute on Drug Abuse. (2018). Resources. In *Principles of drug addiction treatment: A research-based guide* (3rd ed.). Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/resources>
- National Institute on Drug Abuse. (2019). Treatment approaches for drug addiction. Retrieved from <http://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction>
- National Institute on Drug Abuse. (n.d.). Drugs of abuse. Retrieved from <https://www.drugabuse.gov/drugs-abuse>
- Office of the Federal Register & Government Publishing Office. (n.d.). Electronic code of federal regulations: Part 2–Confidentiality of substance use disorder patient records. Retrieved from <https://www.ecfr.gov/cgi-bin/text-idx?SID=0f9b2a146b539944f00b5ec90117d296&mc=true&node=pt42.1.2&rgn=div5>
- Substance Abuse and Mental Health Services Administration. (2004). Chapter 1: Substance abuse treatment and family therapy. In *Substance abuse treatment and family therapy – Treatment Improvement Protocol (TIP) Series*, No. 39. Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64269/>
- Substance Abuse and Mental Health Services Administration. (2004). Chapter 2 Impact of substance abuse on families. In *Substance abuse treatment and family therapy – Treatment Improvement Protocol (TIP) Series*, No. 39. Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64258/>
- Substance Abuse and Mental Health Services Administration. (2005). 1 Groups and substance abuse treatment. In *Substance abuse treatment: Group therapy – Treatment Improvement Protocol (TIP) Series*, No. 41. Rockville (MD): Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64223/>

- Substance Abuse and Mental Health Services Administration. (2006). [Chapter 3. Intensive outpatient treatment and the continuum of care](#). In *Substance abuse: Clinical issues in intensive outpatient treatment –Treatment Improvement Protocol (TIP) Series, No. 47*. Rockville (MD): Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64088/>
- Substance Abuse and Mental Health Services Administration. (2006). [Strengthening professional identity: Challenges of the addictions treatment workforce – A framework for discussion \[PDF\]](#). Retrieved from https://www.samhsa.gov/sites/default/files/partnersforrecovery/docs/Strengthening_Professional_Identity.pdf
- Substance Abuse and Mental Health Services Administration. (2016). [Cultural competence](#). <https://store.samhsa.gov/system/files/sma16-4932.pdf>
- Substance Abuse and Mental Health Services Administration. (n.d.). [Briefing on substance use treatment and recovery in the United States \[PDF\]](#). Retrieved from https://www.samhsa.gov/sites/default/files/partnersforrecovery/docs/Briefing_Substance_Use_Treatment.pdf
- Substance Abuse and Mental Health Services Administration. (n.d.). [Recovery and recovery support](#). Retrieved from <https://www.samhsa.gov/find-help/recovery>
- The Association for Addiction Professionals. (n.d.) [Code of ethics](#). Retrieved from <http://www.naadac.org/code-of-ethics>
- The Association for Addiction Professionals. (n.d.). [NAADAC](#). Retrieved from <http://www.naadac.org/>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#) <https://www.hhs.gov/hipaa/professionals/privacy/laws-regulations/index.html>
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (2013). [Report to Congress on the nation's substance abuse and mental health workforce issues \[PDF\]](#). Retrieved from https://www.cibhs.org/sites/main/files/file-attachments/samhsa_bhwork_0.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

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- [Faces and Voices of Recovery](#) (n.d.). Retrieved from <http://facesandvoicesofrecovery.org>

Unit 1 » Becoming an Addictions Counselor

Introduction

According to Myers and Salt (2019):

Substance use disorders are treated with an array of professional interventions, techniques, and organized services designed to initiate, facilitate, and support recovery from dependency on psychoactive chemicals. This section features substance use disorder (SUD) treatment and distinguishes it from other forms of counseling and therapy. The goal of this unit is to analyze the competencies of an addictions counselor. Preparing to be a professional in the field of addictions requires knowledge in twelve core areas. It is necessary to be able to recognize substance use disorders and how to appropriately provide treatment. (p. 2)

The goal of this unit is to investigate the core functions of an addictions professional. As an addictions professional, it is critical that you understand the parameters of addiction counseling and are knowledgeable about the application of the core functions.

As you complete the readings and write discussion posts for this unit, clarify your understanding of the necessary knowledge needed to provide treatment for people with substance-related disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u01s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 1, "Introduction to the Treatment of Substance Use Disorders," pages 2–19.

Use the Capella University Library to read the following:

- Knudsen, H. K., & Roman, P. M. (2015). Innovation attributes and adoption decisions: Perspectives from leaders of a national sample of addiction treatment organizations. *Journal of Substance Abuse Treatment*, 49, 1–7.

Use the Internet to read the following:

- National Institute on Drug Abuse. (2018). Drugs, brains, and behavior: The science of addiction – Drugs and the brain. Retrieved from <http://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drugs-brain>
- National Institute on Drug Abuse. (2019). Treatment approaches for drug addiction. Retrieved from <http://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction>
- National Institute on Drug Abuse. (n.d.). Drugs of abuse. Retrieved from <https://www.drugabuse.gov/drugs-abuse>

u01s1 - Learning Components

- Identify current trends among drug and alcohol use within the last five years.
- Identify agency-specific protocols and procedures.
- Identify local agencies that provide treatment for substance use disorders.
- List strategies for professional development.
- Investigate empirical evidence among drug and alcohol use within the last five years.
- Analyze agency-specific approaches to treatment for diverse and special populations.
- Identify the range of available treatment options.
- Formulate empirical evidence to support analysis of current trends among drug and alcohol use.
- Apply how the knowledge of the chosen trend will benefit addictions professionals.

u01s2 - Assignment Preparation

Unit 3: Current Trends

Your first assignment is due in Unit 3. Take some time in this unit to read the assignment description as well as the scoring guide, so you understand the expectations.

Unit 6: Investigating a Local Agency

For the Unit 6 assignment, you will need to locate a local agency in your community that provides treatment for substance-related disorders. You will then need to request an opportunity to interview a staff member or administrator at the chosen agency to find out what services the agency offers. Take some time in this unit to read the assignment description, so you have an idea about what type of agency you will want to use for this assignment.

Since it may take some time to locate a suitable agency and arrange for an interview, you will want to get started early to ensure you have time to get the information you need to complete the assignment.

u01s2 - Learning Components

- Request an opportunity to interview a staff member or administrator at the chosen agency.

u01s3 - Using SafeAssign

Using SafeAssign

In this course, you are required to use the SafeAssign source matching tool to analyze your coursework in specified assignments or discussions. In preparation for using SafeAssign in this course, refer to the [SafeAssign](#) resources on Campus to see more information and instructions for using the tool.

Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

u01d1 - The Counseling Relationship

According to Myers and Salt (2019):

A supportive, empathetic counseling relationship is the glue that binds the client and counselor through assorted treatment stages, facilities, anxieties, and growing pains. The importance of the collaborative, therapeutic alliance cuts across and indeed supersedes the particular therapeutic approach or model employed. (p. 3)

For this discussion, give your opinion on the difference between a counseling relationship and other types of relationships and conversations. Do you consider the dialogue in a session, a conversation? Why or why not?

Response Guidelines

Read the posts of your peers and respond to at least one. Point out similarities and differences between your opinions.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Identify core competencies necessary for addictions professionals.

u01d2 - Twelve-Step Groups

"Alcoholics Anonymous is a peer self-help group, mutual-aid society, or, as members call it, a fellowship of people with an alcohol use disorder in recovery" (Myers & Salt, 2019, p. 14).

For this discussion, speak to your opinion on the use of self-help groups and do you feel they should be a part of treatment or the only form of treatment?

Response Guidelines

Read the posts of your peers and respond to at least one, preferably those who share an opinion different from yours.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Identify agency-specific protocols and procedures.
- Analyze agency-specific approaches to treatment for diverse and special populations.
- Identify the range of available treatment options.

Unit 2 >> Professional and Ethical Considerations

Introduction

"Ethical principles define and govern the right, good, and moral behaviors that are expected in proper professional relationships. Ethical standards are developed and maintained by associations and credentialing bodies of real estate brokers, lawyers, helping professionals, and others" (Myers & Salt, 2019, p. 23).

The goal of this unit is to understand the ethical and professional obligations of an addictions professional. As an addictions professional, it is critical that you understand the potential ethical and legal risks and protections that govern the treatment process.

As you complete the readings and write discussion posts for this unit, clarify your understanding of the necessary knowledge needed to provide ethical and professional treatment to people with substance-related disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u02s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 2, "Ethics, Confidentiality, and Professional Responsibility," pages 26–42.

Use the Internet to read the following:

- The Association for Addiction Professionals. (n.d.). [Code of ethics](http://www.naadac.org/code-of-ethics). Retrieved from <http://www.naadac.org/code-of-ethics>
- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Office of the Federal Register & Government Publishing Office. (n.d.). [Electronic code of federal regulations: Part 2—Confidentiality of substance use disorder patient records](https://www.ecfr.gov/cgi-bin/text-idx?SID=0f9b2a146b539944f00b5ec90117d296&mc=true&node=pt42.1.2&rgn=div5). Retrieved from <https://www.ecfr.gov/cgi-bin/text-idx?SID=0f9b2a146b539944f00b5ec90117d296&mc=true&node=pt42.1.2&rgn=div5>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

u02s1 - Learning Components

- Identify agency-specific protocols and procedures.
- Analyze agency-specific approaches to treatment for diverse and special populations.
- Identify the range of available treatment options.
- Construct options for continuing education to promote professional development.

u02s2 - Assignment Preparation: Current Trends

If you have not already done so, read through the assignment description and scoring guide for the Unit 3 assignment, Current Trends. Take some time in this unit to begin investigating a current trend in the use of drugs and alcohol within the last five years. You will need to evaluate empirical evidence that provides comprehensive information about that trend, so you will want to start researching the literature. The [Addictions Research Guide](#) will help you begin your search for references.

u02s2 - Learning Components

- Identify current trends among drug and alcohol use within the last five years.
- Identify core competencies necessary for addictions professionals.
- Interpret ethical issues using the professional codes of ethics.
- List strategies for professional development.

u02d1 - Professional Responsibility

For this discussion, please answer the following questions:

- What laws or administrative regulations does your state have regarding confidentiality for addictions professionals?
 - Reference the 42 CFR Part 2, the federal law that protects the confidentiality of personal health information generated during the course of alcohol or drug treatment.
 - Utilize the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191.
- How would you respond and what would be the ethical concern, if a client asked to meet you for lunch? What code would be considered in this situation?

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Electronic Code of Federal Regulations: PART 2—Confidentiality of Substance Use Disorder Patient Records](#)

[Summary of the HIPAA privacy rule](#)

u02d1 - Learning Components

- Identify agency-specific protocols and procedures.
- Analyze agency-specific approaches to treatment for diverse and special populations.
- Identify the range of available treatment options.
- Construct options for continuing education to promote professional development.

u02d2 - Ethical Responsibility

According to Myers and Salt (2019):

The definition of SUD, beliefs as to the origin and course of SUD, and opinions as to how recovery is to be achieved inevitably vary among counselors and between counselor and client. While counselors need not hide their views, the counseling role is not to preach, lecture, convince, argue a position, or disparage the position of clients or other staff. A skilled, objective counselor can facilitate value clarification and development of an ethical system with clients without imposing his or her belief system or disparaging that of others. (p.41)

For this discussion, think about a cultural value or belief that might not match well with your own. Discuss how you will remain objective with your client as to not apply your own values and beliefs in the sessions.

Please be respectful and professional in your original post and responses.

Response Guidelines

Read the posts of your peers and respond to at least one. Evaluate the learner's remarks about his or her approach to being objective within the sessions. Explain your reasoning, and use citations from your readings and research to support your statements and suggestions.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Interpret ethical issues using the professional codes of ethics.
- Construct options for continuing education to promote professional development.

Unit 3 >> Current Trends in Treatment of Substance-Related Disorders

Introduction

Knowledge of the current trends among drug and alcohol use is imperative for addictions professionals. Ever-changing trends illustrates the need for addictions professionals to be aware of available drugs and alcohol and what type of effect the trend is having on the profession.

The goal of this unit is to investigate current trends within the treatment of substance-related disorders. As an addictions professional, it is critical that you understand the impact of current and past trends on the delivery of treatment.

As you complete the readings, write discussion post, and complete the assignment for this unit, clarify your understanding of how current and past trends can directly affect the delivery of services and treatment to people with substance-related disorders.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Fearn, N. E., Vaughn, M. G., Nelson, E. J., Salas-Wright, C. P., DeLisi, M., & Qian, Z. (2016). [Trends and correlates of substance use disorders among probationers and parolees in the United States 2002–2014](#). *Drug and Alcohol Dependence*, 167, 128–139. doi:10.1016/j.drugalcdep.2016.08.003
- Vasilenko, S. A., Evans-Polce, R. J., & Lanza, S. T. (2017). [Age trends in rates of substance use disorders across ages 18–90: Differences by gender and race/ethnicity](#). *Drug and Alcohol Dependence*, 180, 260–264. doi:10.1016/j.drugalcdep.2017.08.027

Use the Internet to read the following:

- National Institute on Drug Abuse. (2015). [Nationwide trends](#). Retrieved from <https://www.drugabuse.gov/publications/drugfacts/nationwide-trends>
- National Institute on Drug Abuse. (2017). [Trends & statistics](#). Retrieved from <https://www.drugabuse.gov/related-topics/trends-statistics>
- Lipari, R. N., & Van Horn, S. L. (2017). [Trends in substance use disorders among adults aged 18 or older](#). *The CBHSQ Report*. Retrieved from https://www.samhsa.gov/data/sites/default/files/report_2790/ShortReport-2790.html

u03s1 - Learning Components

- Identify current trends among drug and alcohol use within the last five years.
- List strategies for professional development.
- Apply how the knowledge of the chosen trend will benefit addictions professionals.

u03s2 - Assignment Preparation: Investigating a Local Agency

By this time, you should have located the agency that you would like to use for the Unit 6 assignment, Investigating a Local Agency. Take some time in this unit to set up an interview with a staff member or an administrator. If you have not already done so, read through the assignment description and scoring guide, so you have a good understanding of what information you will need to obtain from the interview.

u03s2 - Learning Components

- Request an opportunity to interview a staff member or administrator at the chosen agency.

u03a1 - Current Trends

Knowledge of the current trends among drug and alcohol use is imperative for addictions professionals. Ever-changing popularity of specific drugs and the manufacturing of new drugs illustrates the need for counselors to be aware of available drugs and alcohol and how they are being used.

For this assignment, investigate a current trend in the use of drugs and alcohol within the last five years. Then provide a thorough analysis of the chosen trend and provide support with empirical evidence.

Your assignment should address the following:

- Analyze current trends among drug and alcohol use within the last five years.
- Evaluate empirical evidence that provides comprehensive information about one trend among drug and alcohol use within the last five years.
- Analyze one current trend among drug and alcohol use within the last five years utilizing the empirical evidence for support.
 - Include a comparison to previous years and predictions of the future of the current trend.
 - Include how the current trend is being addressed within the field of addiction counseling.
- Illustrate how the knowledge of the chosen trend will benefit addictions professionals.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Communicate your thoughts in a manner that conveys the overall goals of the assignment and is consistent with current APA standards for style and professionalism.
- **Length:** 4–5 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running headers.
- **References:** A minimum of three current, scholarly articles to support your analysis.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12 point.

Read the assignment scoring guide to ensure that you understand all criteria as you begin work on the paper, and audit your work before your submission.

SafeAssign Submission Requirements

You are required to submit your final version of this paper to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. Once the paper is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_AssignmentTitle (example: Ima_Learner_u03a1_ClientDescription).

Verify you have reviewed your SafeAssign report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[Addictions Research Guide](#)

[APA Style and Format](#)

[SafeAssign](#)

Writing Feedback Tool

u03d1 - Contacting a Local Agency

In preparation for the Unit 6 assignment, please contact a local agency in your area and schedule a time to visit the agency. In addition, schedule an interview with a staff member at the agency. For this discussion, indicate when you will be visiting the agency, provide the name of the agency, and the name of the person you will be interviewing.

Response Guidelines

You are not required to respond to fellow learners for this discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

Addictions Research Guide

u03d1 - Learning Components

- Request an opportunity to interview a staff member or administrator at the chosen agency.
- Identify local agencies that provide treatment for substance use disorders.

Unit 4 >> Individual Counseling Skills

Introduction

According to Myers and Salt (2019):

There are many ways of itemizing, categorizing, and defining counseling skills and subskills. Definitions of skills overlap considerably, and it is dangerous to try to isolate or memorize definitions. Such a mechanical approach neglects the actual interpersonal process that these skills should facilitate. (p. 46)

The goal of this unit is to evaluate the necessary counseling skills needed to provide effective treatment to people with substance-related disorders. As an addictions professional, it is critical that you understand and be able to apply the necessary counseling skills in a treatment capacity.

As you complete the readings and write discussion posts for this unit, clarify your understanding of the necessary counseling skills needed to provide effective treatment to people with substance-related disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u04s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 3, "Individual Substance Abuse Counseling Skills," pages 45–66.

Use the Capella library to read the following:

- Adams, S. A., Vasquez, A., & Prengler, M. (2015). A counseling formula: Introducing beginning counseling students to basic skills. *The Professional Counselor*, 5(1), 114–123. doi:<http://dx.doi.org.library.capella.edu/10.15241/saa.5.1.114>

- Dietrich, D., & Bowers, C. (2018). Influence of an online counseling skills course on student perceptions of counseling skills. *International Journal on E-Learning*, 17(3), 325–329.
- Doumas, D. M., Esp, S., & Miller, R. (2017). Impact of brief intervention workshops on addiction provider knowledge, skills, negative attitudes, and interest in implementing evidence-based practices. *Journal of Drug Education*, 47(3/4), 121–137.
- Iarussi, M. M., Tyler, J. M., Crawford, S. H., & Crawford, C. V. (2019). Outcomes of incorporating motivational interviewing into basic counselor skills training [PDF]. *Journal of Counselor Preparation and Supervision*, 12(1), 1–23.

u04s1 - Learning Components

- Identify core competencies necessary for addictions professionals.
- List strategies for professional development.

u04s2 - Assignment Preparation: Investigating a Local Agency

If you have not already done so, take some time in this unit to prepare the questions you will ask the staff member or administrator at the agency you have chosen for the Unit 6 assignment. Remember, you will need to include the following information in the presentation you will create for the assignment:

- Agency philosophy.
- Ethical policies and procedures.
- Administrative and clinical structure.
- Staffing patterns.
- Treatment philosophy.
- Treatment methods and modalities.
- Funding sources.
- Eligibility requirements.
- Average length of stay.
- Cultural, class, and ethnic makeup of staff and clientele.
- Referral patterns.
- Success rate.
- Analysis of the services offered at the agency.
 - Are there services needed but not available?
 - Are the services comprehensive to provide integrated treatment for co-occurring disorders?

Note: You will want to make sure you have scheduled the interview for no later than Unit 5 to ensure that you have time to review the information received, and incorporate it into the presentation you will create for the assignment.

u04d1 - Counseling Skills

According to Myers and Salt (2019):

The client may expect to be interrogated and given answers, rather than be aided in the process of self-exploration. The interactive nature of the counseling process needs to be explored, and the client needs explanations of confidentiality, treatment goals, and therapeutic culture. (p. 46)

For this discussion, provide a narrative of how you will explain the counseling process, including confidentiality to a potential client. Utilize the unit readings to help guide your post.

Response Guidelines

Read the post of your peers and respond to one. Your response should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Identify core competencies necessary for addictions professionals.
- List strategies for professional development.

u04d2 - Focusing on Counseling Skills

After completing the unit readings, think about the importance of learning counseling skills and how to apply them appropriately in session.

Think about a time in your life that you were experiencing a high level of stress. Then imagine you are seeking a counselor to talk to about the stress. For this discussion, identify the qualities you would want from a counselor. Include basic counseling skills and how they will help a counselor achieve the qualities you are looking for.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Identify core competencies necessary for addictions professionals.
- List strategies for professional development.

Unit 5 >> Initiating and Sustaining Recovery

Introduction

According to Myers & Salt (2019):

Recovery is an ongoing process by which individuals suffering from substance abuse, gambling, or other compulsive behavior disorders achieve sobriety, get their lives under control, and move in the direction of health and wellness. Abstaining from alcohol, drugs, gambling, or other unwanted behaviors is necessary but not sufficient for a full recovery. Recovery also implies attaining healthy emotional, behavioral, and cognitive states, healthy relationships, and positive social involvements. (p. 90)

The goal of this unit is to analyze the critical components of initiating and sustaining recovery from substance-related disorders. As an addictions professional, it is critical that you understand individual strengths and limitations to the recovery process.

As you complete the readings and write discussion posts for this unit, apply your understanding of the necessary components of initiating and sustaining recovery from substance-related disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u05s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 4, "Initiating Recovery," pages 70–87.
- Chapter 5, "Sustaining Recovery," pages 90–106.

Use the Capella library to read the following:

- Frimpong, J. A., Guerrero, E. G., Kong, Y., & Kim, T. (2016). [Abstinence at successful discharge in publicly funded addiction health services \[PDF\]](#). *The Journal of Behavioral Health Services & Research*, 43(4), 661–675. doi:10.1007/s11414-016-9497-8
- Hill, T., & Laudet, A. B. (2014). [Toward quantifying the benefits of sustained addiction recovery: Findings from a national pilot survey](#). *Drug and Alcohol Dependence*, 140, e89–e89.
- Humphreys, K., & Bickel, W. K. (2018). [Toward a neuroscience of long-term recovery from addiction](#). *JAMA Psychiatry*, 75(9), 875–876.
- Kelly, J. F., Stout, R. L., Greene, M. C., & Slaymaker, V. (2014). [Young adults, social networks, and addiction recovery: Post treatment changes in social ties and their role as a mediator of 12-step participation](#). *PLoS One*, 9(6), 1–7.
- Walt, L. C., Stevens, E., Jason, L. A., & Ferrari, J. R. (2012). [Continued successful SA recovery during the maintenance stage: Intra-individual resource loss & gain predict relapse](#). *Open Journal of Medical Psychology*, 1(1), 1–7.

Use the Internet to read the following:

- National Institute on Drug Abuse. (2017). [Recovery](#). Retrieved from <https://www.drugabuse.gov/related-topics/recovery>
- National Institute on Drug Abuse. (2018). [Drugs, brains, and behavior: The science of addiction – Treatment and recovery](#). Retrieved from <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/treatment-recovery>
- Substance Abuse and Mental Health Services Administration. (n.d.). [Briefing on substance use treatment and recovery in the United States \[PDF\]](#). Retrieved from https://www.samhsa.gov/sites/default/files/partnersforrecovery/docs/Briefing_Substance_Use_Treatment.pdf
- Substance Abuse and Mental Health Services Administration. (n.d.). [Recovery and recovery support](#). Retrieved from <https://www.samhsa.gov/find-help/recovery>

Optional Readings

You may choose to read the following:

- [Faces and Voices of Recovery](#). (n.d.). Retrieved from <http://facesandvoicesofrecovery.org>

u05s1 - Learning Components

- Identify agency-specific protocols and procedures.
- Analyze agency-specific approaches to treatment for diverse and special populations.

u05s2 - Assignment Preparation: Investigating a Local Agency

By now, you should have completed the interview with the staff member or administrator at the agency you have chosen for the Unit 6 assignment. In this unit, you will want to begin working on the presentation you will create that illustrates the services the agency offers. Following resources will be helpful in completing the Unit 6 assignment:

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [PowerPoint Presentations Library Guide](#).

u05s2 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Interpret ethical issues using the professional codes of ethics.
- List strategies for professional development.
- Identify challenges faced by addictions professionals.

u05d1 - Understanding Recovery

According to Myers and Salt (2019):

Resistance is a common concern in assisting clients. Resistance comes in many forms, including interrupting the counselor; arguing, saying "yes . . . but"; refusing to consider that there is a problem; and ignoring, minimizing, or rationalizing the continuation of an unhealthy behavior. Sometimes, a client will be compliant in words but do not seem to follow through in action. There may be many reasons for such resistance, some of which include fear of change, failure to see a need to change, concerns about the ability to change, a sense of hopelessness, and concerns about how change would affect the person's life. (p. 77)

For this discussion, describe your personal approach to dealing with resistance in a client. How will you work with the resistance while still promoting autonomy among the client?

Response Guidelines

Read the posts of your peers and respond to at least one. In your response, evaluate the approaches of your peers. In addition, pose at least two challenging questions per response regarding their approaches. Use citations from your readings and research to support your evaluations and questions.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Identify challenges faced by addictions professionals.

u05d2 - Recovery Maintenance

"Counselors need to thoroughly examine with their clients what appear to be high-risk situations for relapse. These include times, situations, people, places, and things that brought on the urge to use and set up past relapses" (Myers & Salt, 2019, p. 100).

For this discussion, research and summarize one peer-reviewed article on relapse prevention or recovery maintenance. Provide the correct APA citation of the article. Summarize the article and provide at least two topics from the article that you learned.

Response Guidelines

Read the posts of your peers and respond to at least one. Discuss similarities and differences in the article you chose as it compares to the article they chose.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

Addictions Research Guide

u05d2 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 6 >> Treatment Agencies

Introduction

Addictions professionals need to be familiar with treatment providers in their areas and the services that are provided.

The goal of this unit is to investigate treatment providers and gain knowledge of services that are provided for clients with substance-related and addictive disorders. As an addictions professional, it is critical that you understand the availability and types of services that are in the immediate area so that clients are provided the most appropriate level and continuum of care.

As you complete the readings and the assignment for this unit, you will apply your understanding of the services provided in your area for people with substance-related and addictive disorders.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Pullen, E., & Oser, C. (2014). [Barriers to substance abuse treatment in rural and urban communities: Counselor perspectives](#). *Substance Use & Misuse*, 49(7), 891–901.
- Connors, G. J., Maisto, S. A., Campbell, C. E., To, B., & Sack, D. (2017). [Conducting systematic outcome assessment in private addictions treatment settings \[PDF\]](#). *Substance Abuse: Research and Treatment*, 11, 1–9.

Use the Internet to read the following:

- National Institute on Drug Abuse. (2018). [Principles of drug addiction treatment: A research-based guide](#). Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition>
- National Institute on Drug Abuse. (2018). [Resources](#). In *Principles of drug addiction treatment: A research-based guide* (3rd ed.). Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/resources>

u06s1 - Learning Components

- Identify challenges faced by addictions professionals.

u06a1 - Investigating a Local Agency

Addictions professionals need to be familiar with treatment providers in their areas and the services that are provided. You will find it beneficial to visit a local agency to acquire this knowledge.

For this assignment:

- Locate and visit a local agency in your local community that provides treatment for substance-related disorders.
 - Request an opportunity to interview a staff member or administrator at the chosen agency to find out what services the agency offers.
- Use the information from the interview to develop a PowerPoint presentation that illustrates the services the agency offers.
 - Investigate the agency's policies and procedures that promote ethical practices by incorporating knowledge of professional codes of ethics.
 - Identify services at the agency that address the needs of diverse and special populations.

The PowerPoint presentation should include the following information:

- Agency philosophy.
- Ethical policies and procedures.
- Administrative and clinical structure.
- Staffing patterns.
- Treatment philosophy.
- Treatment methods and modalities.
- Funding sources.
- Eligibility requirements.
- Average length of stay.
- Cultural, class, and ethnic makeup of staff and clientele.
- Referral patterns.
- Success rate.

- Analysis of the services offered at the agency.
 - Are there services needed but not available?
 - Are the services comprehensive to provide integrated treatment for co-occurring disorders?

Provide presenter's notes for each slide (using the Notes function available in PowerPoint) that indicate the points you will make and any references that you may have used to support your key points. If applicable, the presentation should also include a references slide that lists the articles used to support the information contained in the presentation. Cite references using current APA style and formatting guidelines.

Additional Requirements

Your assignment should also meet the following requirements:

- **Communication:** Employ effective academic communication skills in a manner consistent with members of the counseling profession.
- **Length:** 12–15 slides.
- **References:** References are not required for this assignment, but if any are used, include a references slide at the end of the presentation.
- **APA guidelines:** Any resources and citations are formatted according to current APA style and format. When appropriate, use APA-formatted headings.
- **Font and font size:** Times New Roman, 24–28 points for headings and no smaller than 18 points for bullet-point text.

Review the assignment scoring guide to ensure you understand all grading criteria.

Submission Requirements

You are required to submit your final version of this paper to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. Once the paper is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_AssignmentTitle (example: Ima_Learner_u03a1_ClientDescription).

Verify you have reviewed your SafeAssign report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[PowerPoint Presentations Library Guide](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

Unit 7 >> Group and Family Treatment

Introduction

"Most alcohol and drug treatment occurs in group settings, which are well suited to the needs of people recovering from SUD" (Myers & Salt, 2019, p. 110). The first part of this unit will cover group treatment for people with substance-related and addictive disorders. The second part of this unit will cover the importance of family involvement in addictions treatment. According to Myers and Salt (2019), "involvement with families, where possible, is usually helpful, and provides an opportunity to note negative patterns, such as being controlling, bullying, and domineering; it also prevents importing such patterns into family meetings" (p. 131).

The goal of this unit is to analyze group and family counseling within addictions counseling. As an addictions professional, it is critical that you understand the role the family plays in treatment for substance-related and addictive disorders. In addition, knowledge of the group treatment process is necessary so that the client is offered the most appropriate treatment.

As you complete the readings and the assignment in this unit, you will apply your understanding of the group counseling and the role of the family in the treatment of substance-related and addictive disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u07s1 - Studies

Readings

To prepare for this unit's discussions, complete the following.

Discussion 1: Group Counseling

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 6, "Group Treatment," pages 110–128.

Use the Capella library to read the following:

- Kidorf, M., Brooner, R. K., Peirce, J., Gandotra, J., & Leoutsakos, J.-M. (2018). Mobilizing community support in people receiving opioid-agonist treatment: A group approach. *Journal of Substance Abuse Treatment*, 93, 1–6.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration. (2005). 1 Groups and substance abuse treatment. In *Substance abuse treatment: Group therapy – Treatment Improvement Protocol (TIP) Series*, No. 41. Rockville (MD): Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64223/>

Discussion 2: Importance of the Family System

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 7, "Family," pages 131–146.

Use the Capella library to read the following:

- Hanson, K. E., Saul, D. H., Vanderploeg, J. J., Painter, M., & Adnopo, J. (2015). Family-based recovery: An innovative in-home substance abuse treatment model for families with young children. *Child Welfare*, 94(4), 161–183.
- Steenrod, S., & Mirick, R. (2017). Substance use disorders and referral to treatment in substantiated cases of child maltreatment. *Child & Family Social Work*, 22(3), 1141–1150.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration. (2004). Chapter 1: Substance abuse treatment and family therapy. In *Substance abuse treatment and family therapy – Treatment Improvement Protocol (TIP) Series*, No. 39. Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64269/>
- Substance Abuse and Mental Health Services Administration. (2004). Chapter 2 Impact of substance abuse on families. In *Substance abuse treatment and family therapy – Treatment Improvement Protocol (TIP) Series*, No. 39. Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64258/>

u07s1 - Learning Components

- Identify core competencies necessary for addictions professionals.

u07s2 - Assignment Preparation: Professional Development

In Unit 10, you will be completing your Professional Development assignment. Take some time in this unit to read through the assignment description and the scoring guide to ensure that you understand the requirements and grading criteria.

u07d1 - Group Counseling

"Group counseling methods are as diverse as those of individual counseling. Groups vary tremendously in focus, content, intensity, client characteristics, stage of treatment, format, and philosophy" (Myers & Salt, 2019, p. 110).

For this discussion, select one type of group counseling that is discussed in your course text. Research and summarize one peer-reviewed journal article that discussed the chosen type of group. Provide the correct APA citation of the article.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

Addictions Research Guide

u07d1 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

u07d2 - Importance of the Family System

According Myers & Salt (2019):

A family system with one or more member living with SUD often has its own definitions of the way families are supposed to be, such as what constitutes a "good child" or a "normal marriage." Families may hold sharply contrasting views of what constitutes "good and "normal." (p. 132)

For this discussion, please answer the following questions.

- How would you integrate the family into an outpatient program at a community agency? What would be your rationale for providing this service?
- What options for cultural differences would be built into the family treatment option at your treatment center?
- What theoretical approach would be most effective for a family treatment option, while integrating best practices? Please cite references.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Identify core competencies necessary for addictions professionals.

Unit 8 >> Continuum of Care

Introduction

"Many agencies view case management as an overarching model for the processing of clients with SUD through the continuum of care from initial contact to closure, based on the specific treatment and recovery needs of each individual" (Myers & Salt, 2019, p. 149).

The goal of this unit is to analyze the continuum of care for people with substance-related and addictive disorders. As an addictions professional, it is critical that you understand the entire treatment process that begins at intake and continues through to recovery maintenance.

As you complete the readings and write discussion posts for this unit, you will demonstrate your understanding of role of case management and the continuum of care in addictions treatment.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u08s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 8, "Case Management: From Screening to Discharge," pages 149–167.

Use the Capella Library to read the following:

- Mericle, A. A., Miles, J., & Cacciola, J. (2015). A critical component of the continuum of care for substance use disorders: Recovery homes in Philadelphia. *Journal of Psychoactive Drugs*, 47(1), 80–90.
- Steenrod, S., & Mirick, R. (2017). Substance use disorders and referral to treatment in substantiated cases of child maltreatment. *Child & Family Social Work*, 22(3), 1141–1150.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration. (2006). Chapter 3. Intensive outpatient treatment and the continuum of care. In *Substance abuse: Clinical issues in intensive outpatient treatment – Treatment Improvement Protocol (TIP) Series, No. 47*. Rockville (MD): Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64088/>

u08s1 - Learning Components

- Identify challenges faced by addictions professionals.

u08s2 - Assignment Preparation: Professional Development

If you have not already done so, you will want to get started on the Unit 10 assignment, Professional Development, to ensure you have time to complete it. Take some time in this unit to complete the following Capella multimedia presentation:

- Developing Your Professional Identity.

You may also want to begin getting ready for writing the paper by working on the following:

- Explore strategies to approach professional development with the field of addictions treatment.
- Explore ethical issues related to providing treatment to people with substance-related disorders.

u08s2 - Learning Components

- Interpret ethical issues using the professional codes of ethics.
- Construct options for continuing education to promote professional development.

u08d1 - Community Resources

According to Myers and Salt (2019):

Throughout the treatment process, the counselor must use his or her expertise to connect the client to the resources necessary to carry out the treatment plan. The counselor has this primary responsibility because he or she is the expert on the array of local health, educational, social, and economic resources that the client may use to address specific needs, in order to reach identified goals. This means that the counselor must have a thorough understanding of the social services in the communities served by the agency. (p. 165)

For this discussion, provide a list of at least four community resources in your area that will be beneficial to your future clients. Discuss, in detail, how each resource can directly be applied to benefit a client in their treatment plan.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Identify challenges faced by addictions professionals.

u08d2 - Continuum of Care

"Continuum of care' refers to a treatment system in which clients enter treatment at a level appropriate to their needs and then step up to more intense treatment or down to less intense treatment as needed" (Substance Abuse and Mental Health Services Administration, 2006).

For this discussion, provide examples of how the community resources you listed in the first discussion in this unit will help adhere to the concept of continuum of care.

Response Guidelines

Read the posts of your peers and respond to at least one. In your response, compare the peer's descriptions of a relapse prevention plan created for his or her chosen case study to yours.

Reference

Substance Abuse and Mental Health Services Administration. (2006). Chapter 3. Intensive outpatient treatment and the continuum of care. In *Substance abuse: Clinical issues in intensive outpatient treatment –Treatment Improvement Protocol (TIP) Series, No. 47*. Rockville (MD): Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64088/>

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Identify challenges faced by addictions professionals.

Unit 9 >> Co-Occurring Disorders

Introduction

"Many people who have a substance use disorder also develop other mental illnesses, just as many people who are diagnosed with mental illness are often diagnosed with a substance use disorder" (National Institute on Drug Abuse, 2018, para. 3).

The goal of this unit is to investigate co-occurring disorders in addiction treatment. As an addictions professional, it is critical that you understand the high prevalence of people who have co-occurring mental health and substance-related disorders.

As you complete the readings and write discussion posts for this unit, you will demonstrate your understanding of co-occurring disorders and the importance of integrated treatment for people with mental health and substance use disorders.

Reference

National Institute on Drug Abuse. (2018). Comorbidity: Substance use disorders and other mental illnesses. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/comorbidity-substance-use-disorders-other-mental-illnesses>

Learning Activities

u09s1 - Studies

Readings

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 9, "Co-Occurring Disorders," pages 173–184.

Use the Capella library to read or review the following:

- Bergman, B. G., Greene, M. C., Slaymaker, V., Hoeppner, B. B., & Kelly, J. F. (2014). Young adults with co-occurring disorders: Substance use disorder treatment response and outcomes. *Journal of Substance Abuse Treatment*, 46(4), 420–428. doi:10.1016/j.jsat.2013.11.005
- Ding, K., Slate, M., & Yang, J. (2018). History of co-occurring disorders and current mental health status among homeless veterans [PDF]. *BMC Public Health*, 18(1), 751–758.
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
 - You will use this in the first discussion in this unit.

Use the Internet to read the following:

- National Institute on Drug Abuse. (2018). Comorbidity: Substance use disorders and other mental illnesses. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/comorbidity-substance-use-disorders-other-mental-illnesses>

u09s1 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Identify challenges faced by addictions professionals.

u09s2 - Assignment Preparation: Professional Development

As you know, your Professional Development assignment is due in Unit 10. By now, you should already have started working on completing the following Capella multimedia presentation:

- Developing Your Professional Identity.

You should have also started writing the paper.

If you have not already done so, you might also want to continue by working on the following:

- Examine the challenges addictions professionals are facing when providing treatment based on a continuum of care.
- Analyze the core competencies necessary to provide treatment for substance-related disorders among diverse and special populations.
- Explore the options available to continue professional development throughout your career.

Following resources from Unit 10 readings will help you complete the assignment:

- Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Systemic barriers in substance use disorder treatment: A prospective qualitative study of professionals in the field. *Drug and Alcohol Dependence*, 189, 62–69.
- Simons, L., Haas, D., Massella, J., Young, J., & Toth, P. (2017). Exploring professional identity development in alcohol and drug counselors in the 21st century. *Journal of Alcohol and Drug Education*, 61(2), 40–61.
- Simons, L., Haas, D., Young, J., Massella, J., & Toth, P. (2018). The influence of gender, race, and education on professional responsibility of addiction professionals: Implications for multicultural practice. *Alcoholism Treatment Quarterly*, 36(2), 255–273.
- Substance Abuse and Mental Health Services Administration. (2006). Strengthening professional identity: Challenges of the addictions treatment workforce – A framework for discussion [PDF]. Retrieved from https://www.samhsa.gov/sites/default/files/partnersforrecovery/docs/Strengthening_Professional_Identity.pdf
- The Association for Addiction Professionals. (n.d.). NAADAC. Retrieved from <http://www.naadac.org/>
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (2013). Report to Congress on the nation's substance abuse and mental health workforce issues [PDF]. Retrieved from https://www.cibhs.org/sites/main/files/file-attachments/samhsa_bhwork_0.pdf

u09s2 - Learning Components

- Identify core competencies necessary for addictions professionals.
- Identify challenges faced by addictions professionals.
- Construct options for continuing education to promote professional development.

u09d1 - Co-Occurring Disorders Research

Myers and Salt (2019) state:

According to surveys done by the National Mental Health Association (2006), 52% of people diagnosed with alcohol abuse or dependence also had a mental disorder and 59% of those with other drug abuse problems also had a mental illness diagnosis. (p. 173)

For this discussion, choose one mental health disorder that is listed in the *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM-5*, American Psychiatric Association, 2013). Find and summarize a peer-reviewed journal article that discusses the disorder, preferably an article that discusses the disorder as it co-occurs with a substance use disorder. Cite the article in correct APA format.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

Graduate Discussion Participation Scoring Guide

Addictions Research Guide

Database Guide: DSM-5

Diagnostic and Statistical Manual of Mental Disorders

u09d1 - Learning Components

- Identify challenges faced by addictions professionals.

u09d2 - Integrated Treatment

"The comprehensive continuous integrated system of care (CCISC) model has been identified by SAMHSA as an exemplary practice" (CSAT, as cited by Myers & Salt, 2019).

For this discussion, use the mental health disorder you chose for the first discussion in this unit and describe what the integrated system of care might look like for a client who is diagnosed with the chosen disorder and a substance use disorder.

Response Guidelines

Read the posts of your peers and respond to one. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Course Resources

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u09d2 - Learning Components

- Identify challenges faced by addictions professionals.

Unit 10 >> Special Populations

Introduction

There will be two parts to this unit. The first will cover the importance of cultural competence within addictions treatment and the second will cover professional development of addictions professionals. "In 1973, the American Psychological Association (APA) declared it unethical for clinical services to overlook the cultural backgrounds of their clients and for services to be denied or unavailable because staff lack cultural competency" (Myers & Salt, 2019, p. 188).

The goal of this unit is to evaluate the importance of cultural competence in addictions treatment and to explore professional development for addictions professionals. In the field of addictions treatment, it is critical that the professional is culturally competent and have a plan to continue to maintain professional development.

As you complete the readings and write discussion posts for this unit, you will demonstrate your understanding of cultural competence and professional development as they relate to the treatment of people with substance-related and addictive disorders.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Learning Activities

u10s1 - Studies

Readings

In preparation for this unit's discussion and assignment, complete the following:

Discussion: Cultural Competence

Use your *Becoming an Addictions Counselor* text to read the following:

- Chapter 10, "Special Populations," pages 188–204.

Use the Capella library to read the following:

- Heaton, L. L. (2018). Racial/ethnic differences of justice-involved youth in substance-related problems and services received. *American Journal of Orthopsychiatry*, 88(3), 363–375.
- Greene, C. A. (2017). A culturally sensitive approach to substance use counseling on campus. *Journal of College Counseling*, 20(2), 154–167.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration. (2016). Cultural competence. Retrieved from <https://store.samhsa.gov/system/files/sma16-4932.pdf>

Assignment: Professional Development

Use the Capella library to review the following:

- Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Systemic barriers in substance use disorder treatment: A prospective qualitative study of professionals in the field. *Drug and Alcohol Dependence*, 189, 62–69.
- Simons, L., Haas, D., Massella, J., Young, J., & Toth, P. (2017). Exploring professional identity development in alcohol and drug counselors in the 21st century. *Journal of Alcohol and Drug Education*, 61(2), 40–61.
- Simons, L., Haas, D., Young, J., Massella, J., & Toth, P. (2018). The influence of gender, race, and education on professional responsibility of addiction professionals: Implications for multicultural practice. *Alcoholism Treatment Quarterly*, 36(2), 255–273.

Use the Internet to review the following:

- Substance Abuse and Mental Health Services Administration. (2006). Strengthening professional identity: Challenges of the addictions treatment workforce – A framework for discussion [PDF]. Retrieved from https://www.samhsa.gov/sites/default/files/partnersforrecovery/docs/Strengthening_Professional_Identity.pdf
- The Association for Addiction Professionals. (n.d.). NAADAC. Retrieved from <http://www.naadac.org/>
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (2013). Report to Congress on the nation's substance abuse and mental health workforce issues [PDF]. Retrieved from https://www.cibhs.org/sites/main/files/file-attachments/samhsa_bhwork_0.pdf

Media

If you have not done so already, complete the following Capella multimedia presentation in preparation for the unit assignment:

- Developing Your Professional Identity.

u10s1 - Learning Components

- Identify core competencies necessary for addictions professionals.

u10a1 - Professional Development

"Professional development refers to the acquisition of skills and knowledge both for personal development and for career advancement" (Association for Addiction Professionals, n.d.). Professionals who are providing counseling services to people with substance use disorders should continue to build their own skills and to advance their professional development throughout their career.

For this assignment, complete the following:

- Explore strategies to approach professional development with the field of addictions treatment.
- Explore ethical issues related to providing treatment to people with substance-related disorders.
- Examine the challenges addictions professionals are facing when providing treatment based on a continuum of care.
- Analyze the core competencies necessary to provide treatment for substance-related disorders among diverse and special populations.
- Explore the options available to continue professional development throughout your career.

Use the Developing Your Professional Identity media to complete this assignment. Make sure you download the PDF of your answers. You will need to submit this PDF along with your paper.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Communicate your thoughts in a manner that conveys the overall goals of the assignment and is consistent with current APA standards for style and professionalism.
- **Length:** 4–5 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running headers.
- **References:** A minimum of five current, scholarly articles to support your analysis.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12 point.

Note: Submit both the paper and the PDF from the Developing Your Professional Identity media to the assignment area.

Read the assignment scoring guide to ensure that you understand all criteria as you begin work on the paper, and audit your work before your submission.

Submission Requirements

You are required to submit your final version of this paper to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. Once the paper is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_AssignmentTitle (example: Ima_Learner_u03a1_ClientDescription).

Verify you have reviewed your SafeAssign report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Reference

The Association for Addiction Professionals. (n.d.). Professional development. Retrieved from <https://www.naadac.org/professional-development>

Course Resources

[Addictions Research Guide](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

[Developing Your Professional Identity | Transcript](#)

u10d1 - Cultural Competence

According to Myers and Salt (2019):

Counselors are ethically mandated to build their awareness and knowledge of their clients' cultures. But the prospect seems daunting as it involves having to learn all about Albanians, Bulgarians, Czechs, Danes, Ethiopians, Finns, and so on. This task is made even more impossible by a matrix of intra-group variation within many ethnicities, according to social class, geography, gender, age, and generation of arrival. Training can highlight crucial issues but cannot begin to address these vicissitudes of variation. Because a counselor cannot be a human encyclopedia, to be culturally competent, he or she must learn the skills of a detective and have the eye of a cultural anthropologist to investigate and learn about cultural patterns in client communities. (p. 189)

For this discussion, choose a culture that is different than your own and describe the challenges you might face when providing addiction counseling to these clients. Please include the role of personal belief systems of the counselor when working with unfamiliar cultures.

Response Guidelines

Read the posts of your peers and respond to *two*. Your responses should include comments on specific substantive points of the peer's post or add new source material relevant to the issues discussed.

Reference

Myers, P. L., & Salt, N. R. (2019). *Becoming an addictions counselor: A comprehensive text* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

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u10d1 - Learning Components

- Identify core competencies necessary for addictions professionals.