



Syllabus



ADC-458: Addiction Programs and Professional Development

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College of Adult and Professional Studies

School of Service & Leadership

INDIANA WESLEYAN UNIVERSITY

Course Introduction

Care is something other than cure. Cure means "change." A doctor, a lawyer, a minister, a social worker—they all want to use their professional skills to bring about changes in people's lives. They get paid for whatever kind of cure they can bring about. But cure, desirable as it may be, can easily become violent, manipulative, and even destructive if it does not grow out of care. Care is being with, crying out with, suffering with, feeling with. Care is compassion. It is claiming the truth that the other person is my brother or sister, human, mortal, vulnerable, like I am.

When care is our first concern, cure can be received as a gift...To care is to be human.

Henri J. M. Nouwen

Counseling the person who struggles with addictions is about cure and care. Any attempt geared to facilitate change and healing with this population requires a sound theoretical foundation, a plethora of evidenced-based skills, and an acute sensitivity to the clinical needs of the client. But the element that makes the difference is a deep commitment to serve them, by providing a level of care that reflects the same type of love our Lord Jesus Christ showed for every single human being, by surrendering his life in the cross.

As students approach the end of their training as addiction counselors, it becomes imperative to be mindful about the fact that cure without care becomes only a "plastic band aid" providing only temporal relief rather than permanent recovery. But care for others without appropriate self-care only conduces to burnout and frustration. It is the intention of this course to build a foundation for

only conduces to burnout and frustration. It is the intention of this course to build a foundation for a well-balanced practice, one that delivers evidenced-based interventions in the context of a compassionate and caring professional relationship.

Course Description

This course will address contemporary perspectives, interventions, and treatment planning in the addictions field as well as their historical origins. Particular emphasis will be given to evidenced-based and ethical practice and work with diverse populations. Students will examine the NAADAC Code of Ethics and explore ethical dilemmas and decision-making. Students will examine evidence-based practices with special populations, including dually diagnosed clients and those with HIV/AIDS.

This course will expose students to best practices in addiction counseling. By exploring cutting-edge perspectives and ethical standards, students will increase their ability to think critically about their professional development and practice.

This course includes three components:

1. Motivational Interviewing and the Four Processes.
2. Ethical issues in the practice of addiction counseling.
3. Critical thinking and professional development.

COURSE OVERVIEW

The course explores theoretical perspectives and treatment approaches that have been found effective in the field of addictions. Students in this course will spend time learning about, processing, and integrating evidenced-based and ethical practices. The course will also provide an opportunity to examine the NAADAC Code of Ethics and consider ethical dilemmas in the practice of counseling. Throughout this course, students will reflect on their developing identity as professional counselors in the field of addictions.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

Course Objectives

Upon completion of this course, you should be able to:

1. Create a professional development plan to enhance self-awareness, professionalism, and personal well-being.
2. Integrate the NAADAC ethical guidelines to the decision making process of substance abuse counseling.
3. Create a personal paradigm based on the implications of professional issues unique to substance abuse counseling including theoretical framework, practice settings, reimbursement, ethical issues, and the values and beliefs of the kingdom of God.
4. Demonstrate awareness and sensitivity to multi-cultural issues as they relate to assessment, treatment, and outcome of drug abuse counseling issues.
5. Formulate a personal statement reflecting a sense of professional purpose, a commitment to service, and a desire to extend the Kingdom of God on this earth.

COURSE STRUCTURE

COURSE STRUCTURE

This course is based on four key components, in which each student is expected to participate. These components are not to be viewed as separate assignments, but rather as well-coordinated activities that provide a comprehensive view of the subject matter of the course.

These components include:

1. Readings: Textbooks and the NAADAC ethical standards code
2. Discussion Forums
3. Individual Assignments
4. Professional Development Plan

COURSE MATERIALS

Miller, W. & Rollnick, S. (2013). *Motivational Interviewing: Helping people change*. (3rd ed.). New York, NY: The Guilford Press.

Mueser, K. T., Noordsy, D. L., Drake, R. E. & Fox, L. (2003). *Integrated treatment for dual disorders: A guide to effective practice*. New York, NY: Guilford Press.

Shavelson, L. (2001). *Hooked: Five addicts challenge our misguided drug rehab system*. New York, NY: The New Press. (Students received this textbook with ADC-202 course materials.)

Supplemental Resource (Not Required):

Denizet-Lewis, B. (2010). *America anonymous: Eight addicts in search of a life*. New York, NY: Simon & Schuster.

Course Technology

Computer with Internet access

Course Assessment

The final course grade will depend on the total number of points earned. Here is how the points break down in terms of letter grades.

Official Grading Scale

Grade	Percent			Points		
A	95	to	100	950	to	1000
A-	92	to	94.9	920	to	949
B+	89	to	91.9	890	to	919
B	85	to	88.9	850	to	889

B-	82	to	84.9	820	to	849
C+	79	to	81.9	790	to	819
C	75	to	78.9	750	to	789
C-	72	to	74.9	720	to	749
D+	69	to	71.9	690	to	719
D	65	to	68.9	650	to	689
F	0	to	64.9	0	to	649

Workshop One

Title	Due Dates	Poin
1.1 Reading	Due by the end of the workshop.	0
1.2 Discussion: Autobiography	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
1.3 Discussion: Dual Diagnosis	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
1.4 Discussion: Integrated Treatment	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
1.5: Assignment: Evidence-Based practice Website	Due by the end of the workshop.	80
Totals		200

*These times are only estimates. Actual assignment completion times will vary.

Workshop Two

Title	Due Dates	Points
2.1 Reading	Due by the end of the workshop	0
2.2 Discussion: Self-	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates'	40

Reflection	postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	
2.3 Discussion: Group and Family Interventions	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
2.4 Assignment: Research Article/Diversity	Due by the end of the workshop	70
2.5 Assignment: Professional Development Statement	Due by the end of the workshop	50
Totals		200

Workshop Three

Title	Due Dates	Points
3.1 Reading	Due by the end of the workshop	0
3.2 Discussion: Four Processes	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
3.3 Discussion: Motivational Interviewing	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
3.4 Assignment: Reflection Paper	Due by the end of the workshop	60
Totals		140

*These times are only estimates. Actual assignment completion times will vary.

Workshop Four

Title	Due Dates	Points
4.1 Reading	Due by the end of the workshop.	0
4.2 Discussion: Values	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
4.3 Discussion: Ethics and Practice	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
4.4 Discussion: Ethics of Change	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40

4.5 Assignment: Personal Code of Ethics Paper	Due by the end of the workshop.	80
Totals		200

*These times are only estimates. Actual assignment completion times will vary.

Workshop Five

Title	Due Dates	Points
5.1 Reading	Due by the end of the workshop.	0
5.2 Discussion: Critical Thinking	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
5.3 Discussion: Professional Paradigm	Your initial post is due by the end of the fourth day of the workshop. Respond to at least two of your classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.	40
5.4 Assignment: Final Professional Development Plan	Due by the end of the workshop.	180
End of Course Survey	Due by the end of the workshop.	10 extra credit
Totals		260

*These times are only estimates. Actual assignment completion times will vary.

A	Clearly stands out as excellent performance. Anticipates well and writes logically and clearly. Anticipates steps in the progression of ideas.
B	Demonstrates a solid comprehension of the subject. An active participant, the student communicates well in writing.
C	Quality and quantity of work is average. Requirements are addressed minimally.
D	Quality and quantity of work is below average. Assignments may be missing or unsatisfactory.
F	Quality and quantity of work is unacceptable for an undergraduate student and does not qualify the student to progress to a more advanced level of work.

Point Distribution for Entire Course

Workshop	Discussions	Individual	Reflection	Total Points per
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Workshop	Discussions	Assignment	Paper	Workshop
Workshop 1	120	80		200
Workshop 2	80	70	50	200
Workshop 3	80		60	140
Workshop 4	120		80	200
Workshop 5	80	180		260
TOTAL	480	330	190	1000

Individual Assignments

Workshop One: Evidenced-Based Practices Website

In this assignment, you will become familiar with evidenced-based treatments as they are described in the National Registry of Evidence-Based Programs and Practices from SAMHSA. You will choose two interventions that you may use in the future as an addictions practitioner. This assignment is worth 80 points.

Workshop Two: Research Article/Diversity

As our country becomes more diverse, chances are you will have plenty of opportunities to work with populations different than yourself. For this assignment, you are required to find an article that addresses issues of substance abuse treatment and diversity. This assignment is worth 70 points.

Workshop Five: Final Professional Development Plan

Your final paper for this class will include all components of your professional development that you have been working on for the last five weeks. In this assignment, you will also add a component on self-care for counselors. This assignment is worth 180 points.

Reflection Papers

Workshop Two: Professional Development Statement

You will write a paper on the cultural diversity component. In your paper, talk about what led you

You will write a paper on the cultural diversity component. In your paper, talk about what led you to become a counselor, your first experiences with people of color (or whites), and your family influences on cultural diversity and differences. Discuss your stereotypes and biases about individuals. This assignment is worth 50 points.

Workshop Three: Reflection Paper

After you reflect on the four vital aspects of the "spirit" of Motivational Interviewing (pp. 15-21), write a one- to two-page paper in which you select one of the "four habits of the heart" that you think is best. You must defend your choice with a well-reasoned justification. This assignment is worth 60 points.

Workshop Four: Personal Code of Ethics Paper

In an effort to act professionally, clinicians are in need of a personal code of ethics to guide their ways at making ethical decisions. In this assignment, you will, after answering some questions, write ethical principles that will inform your personal code of ethics. This assignment is worth 80 points.



Expectations, Policies, and Important Student Information

Expectations

Instructor Expectations of Students

- Submit assignments on time. If there are circumstances beyond your control, discuss possible options for completion with your instructor.
- Accomplish work on your own unless otherwise instructed (i.e., do not cheat or plagiarize).
- Contribute substantively to discussions according to assignment guidelines provided.
- Contribute to discussions throughout each workshop rather than waiting until the end of the workshop.
- Contribute substantively to group assignments (if required in course).
- After spending a reasonable amount of time on it, ask your instructor if you do not understand content or instructions. Ask for help early while there is time to fix problems.
- Treat other students courteously and respectfully.
- Every time you enter your course, read and abide by postings made in the Announcements and Faculty Forum. These postings are critical.

Students' Expectations of Instructor

- Set a friendly, open, and encouraging learning environment.
- Guide discussions as needed.
- Set clear rules, standards, and expectations.
- Provide workshop grades and feedback within seven days of assignment due date.
- Provide final grades and feedback within seven days after the last day of class.
- Ensure students treat each other respectfully.
- Respond to student inquiries within 48 hours.

Policies

Late Policy

- No credit is available for postings of any kind made in the discussion forums after a given workshop ends.
- If your instructor approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the end of the fifth day, late assignments will not be accepted. An assignment is a paper, a project, a team presentation, etc., but not a discussion or quiz/test.
- No late assignments will be accepted after the close of the final workshop.

Attendance Policy

Onsite:

Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, or four and one-half hours or more of classes that are six hours in length.

Online:

Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Withdrawal Policy

Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

University Policies

- CAPS Catalog - <http://indwes.smartcatalogiq.com/en/2017-2018/Catalog>
- College of Adult and Professional Studies Policies - <http://indwes.smartcatalogiq.com/en/2015-2016/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS>

DeVoe School of Business

- DeVoe School of Business Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business>
- Undergraduate Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Undergraduate-Business-Programs>
- Graduate Studies in Business Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Graduate-Studies-in-Business>
 - Graduate Studies in Business Student Handbook - <https://docs.google.com/file/d/0BxZahqXFkVtsVnMtbXRZbk9jS0k/edit?pli=1>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

School of Service and Leadership

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership>
- Graduate Studies in Leadership Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership/Graduate-Studies-in-Leadership-Division>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

[CAPS/Student-AddressEmail-Information](#)**Division of Liberal Arts**

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Division-of-Liberal-Arts>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

Important Student Information**Off Campus Library Services**

As an IWU student, you have library privileges through Off Campus Library Services. Go to <http://www.indwes.edu/ocls/> to learn more about the library. These are your privileges. Services provided include:

- Access to books (print and e-books), article databases, services and web resources.
- Access to many full text articles.
- Document delivery, which includes mailing print books, scanning PDF articles (that are only available in paper in the IWU library), providing a service of interlibrary loan whereby items not owned by IWU are obtained on your behalf from other libraries that own the item.
- Consultation with APA writing style. The librarians are not editors, but they are extremely knowledgeable about APA and are glad to answer your specific questions regarding correct ways to use APA.
- Provision of customized research guides for your particular topic that will walk you through the steps to locate appropriate articles/books on your topic.
- A general go-to source for helping you find information for your research projects.

In order to use many of the library databases, you either need your MyIWU credentials OR the Library Access Number sent to you via email from OCLS. It will be needed to get into the proprietary subscription-based databases; to check out print books and for some classes you will be asked to access specific articles as additional reading. Links directly to these articles will be provided.

If you need help, contact OCLS; 800-521-1848 or <http://www2.indwes.edu/forms/request.aspx>.

APA Writing Style

APA (American Psychological Association) writing style, based on the *Publication Manual of the American Psychological Association*, 6th ed., is the foundation for all academic writing in for non-residential students. All students will be required to adhere to the formatting, citing and documentation of all sources used in a research paper per the guidelines of APA. Resources for learning APA and resources for using APA are provided as follows:

Reflect in ePortfolio

Download

Print



Open with docReader



Activity Details

Completion Summary



Task: View this topic