



COU 675 – Substance Use and Addictions

Spring 2022

Tuesdays, 6:15 - 9:00 p.m.

HE 326

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Office Hours: T/W 3-6 and by appointment

Course Description and Content Area:

This course thoroughly examines substance use and addictions in multiple populations. Students will learn how to recognize the problems of substance use and addictions, the effects of drugs and addictions on the client and others, etiology, and counseling and treatment.

Student Learning Outcomes (from CACREP standards):

The general objective of this course is to provide students with the skills to understand, identify and treat substance use and addictive issues. More specifically, upon the completion of this course students will:

1. Demonstrate understanding of theories and etiology of addictions and addictive behaviors
2. Demonstrate an understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders
3. Recognize potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
4. Recognize signs and symptoms of substance use in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
5. Identify mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
6. Identify evidence-based counseling practices for assessment and treatment of substance use disorders

Required Materials:

U.S. Department of Health and Human Services, Office of the Surgeon General. (2016). *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS.

[PDF Download available here](#)

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

Other required readings/videos/resource materials will be made available on Canvas

Course Assignments

- 1. 12-Step/Reflection Papers (130 pts):** Students will attend TWO 12-step meetings; Alcoholics Anonymous, Narcotics Anonymous, Al-a-non, or Nar-a-non support group meetings. After each meeting, students will write a reflection on their experience (maximum of 2 pages). After the 12-step meeting experience, an overall reflection paper will be turned in (both reflection papers and a brief conclusion: maximum 5 pages total). Students will be responsible for locating the place and times of the meetings (several meetings are available via Zoom). **Meeting reflections may be turned in to the instructor upon completion or the listed due dates.**
- 2. Change Project (130 pts):** In order to better understand the experiences of clients in recovery, students will choose a personal habit/coping mechanism to change for *a portion of the semester*. Ideally, students will choose something that they will struggle to go without or to implement on a daily basis that they commonly use as a means of relaxing/daily coping and stress relief (e.g. coffee, cigarettes, video games, social media). For the project, students will be required to write a ½-1 page journal entry for each week they participate, and will highlight their emotional and behavioral experiences that coincide with the change process. At the end of the semester, students will write an additional 1-2 page reflection on the experience and how it has impacted their understanding of clients with addictions. *APA style is not required, but students should turn in work consistent with a graduate level of writing and formatting.*
- 3. Substance Exploration (80 pts):** To better understand substances and process addictions, each student will choose one to research and report on. Information will be posted to Discussion Board in Canvas for others to review and learn from.
- 4. SBIRT Training (60 pts):** Screening, Brief Intervention, and Referral to Treatment (SBIRT) is a public health evidence-based practice used to identify, reduce, and prevent problematic use of alcohol and drugs. Log into <https://mdbehavioralhealth.com/training> or do a web search for the University of Maryland School Of Medicine Behavioral Health Online Training if the link does not work. Create a user account. From there register for the Alcohol and Drug Use Screening, Brief Intervention, Referral to Treatment (SBIRT). This course is free of charge. Once you have completed the course download your certificate of completion or a screen shot that displays completion and upload
- 5. MI Transcript Assignment (200 pts):** The MI Transcript is the final exam for this course. Students will code a counseling transcript to demonstrate recognition and understanding of the basic skills/concepts of Motivational Interviewing.

Course Grading

12-step = 130

Change Project = 130

Substance Exploration = 80

SBIRT Training = 60

MI Transcript = 200

Total = 600 pts

Grading Feedback

Students should expect feedback on assignments within 1-2 weeks of submission except when faculty provides notification via announcement of a different timeline.

Grading Scale

- **A:** 93.00-100.00
- **A-:** 90-92.99
- **B+:** 87-89.99
- **B:** 83-86.99
- **B-:** 80-82.99
- **C+:** 77-79.99
- **C:** 73-76.99
- **F:** 0-72.99

Final Exam Information

The final exam is the MI Transcript and will be available via Canvas. It is due May 10th by 11:59pm.

Tentative Course Schedule

January 18th

- **Topic:** Orientation & Stigma

January 25th

- **Topic:** Intro. to Addictions Counseling
- **Readings due:** Facing Addiction Ch. 1

February 1st

- **Topic:** MI Intro. & Practice, Stages of Change & Change Project
- **Readings due:** MI Ch. 1-3

February 8th

- **Topic:** The Brain and the Addictive Process
- **Readings due:** Facing Addiction Ch. 2

February 15th

- **Topic:** MI Engaging
- **Readings due:** MI Ch. 4-7

February 22nd

- **Topic:** A Cultural and Political Examination
- **Readings due:** Materials on Canvas
- **Assignment due:** Change Project Reflections due by 6:15

March 1st

- **Topic:** Harm Reduction
- **Readings due:** Materials on Canvas
- **Assignments due:** SBIRT Training due by 6:15pm

March 8th

- **Spring Break**

March 15th

- **Topic:** MI Focusing
- **Readings due:** MI Ch. 8-11

March 22nd

- **Topic:** Causes of Addiction & Assessment
- **Readings due:** Facing Addiction Ch. 3 & 4

March 29th

- **Topic:** MI Evoking
- **Readings due:** MI Ch. 12-18

April 5th

- **Topic:** Recovery and Family Impacts
- **Readings due:** Facing Addiction Ch. 5; Materials on Canvas

April 12th

- **Topic:** MI Planning
- **Readings due:** MI Ch. 19-22
- **Assignments due:** Substance Exploration Materials

April 19th

- **Topic:** Substance Exploration
- **Readings due:** Online Activities
- **Assignments due:** Substance Exploration Discussion

April 26th

- **Topic:** Prevention and Policies
- **Readings due:** Facing Addiction Ch. 6
- **Assignments due:** 12-Step Reflections due by 6:15pm

May 3rd

- **Topic:** Relapse, Continuing Care, & Advocacy
- **Readings due:** Materials on Canvas
- **Assignment due:** Final Change Project Reflections due by 6:15pm

May 10th

- **Assignments due:** Final on Canvas due by 11:59pm

Course Policies

Submission of Assignments

Late assignments will receive a 20% reduction for each day they are late. Please communicate with the instructor if you believe an assignment will be late.

Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations which are up to the instructor based on the nature of the case. Review http://www.plagiarism.org/learning_center/what_is_citation.html for a brief overview of plagiarism and the benefit of accurate citations within your work.

Attendance Policy:

Attendance in all classes is required. In the case of emergency or illness please contact the instructor as soon as possible to let them know. 10 points will be taken off the participation grade for each missed class.

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication (online):

Students should expect responses to emails within 24 hours during the week and 48 hours on the weekend. If you have questions about assignments, please email me within 48 hours of the due date. It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present me a letter from the Disability Programs and Services Office (SU 303) indicating the existence of a disability and the suggested accommodations. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name/Pronoun

My gender pronouns are she/her, and I prefer to be addressed as Dr. Ripley. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Changes in the Syllabus

The syllabus is a projection of what the instructor anticipates for the course. The instructor has the right to modify the syllabus in order to adjust to changing circumstances.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Character Worksheets = 10

Opinion Papers = 5
 Disorder Presentations = 15
 Midterm = 5
 Readings = 50
 Class Meetings = 45
 Final = 5
 Total Hours = 135

Knowledge and Skill Outcomes:

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Student Learning Outcomes Connected to CACREP 2016 Standards	CACREP¹	Class Assignments	Cross-curricular experiences
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b.	Opinion Papers	COU 601 COU 630 COU 600 COU 675 COU 674 COU 642
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Character Worksheets, Opinion Papers	COU 610 COU 640 COU 660 COU 674 COU 675 COU 674 COU 621 COU 642 COU 673
Theories of normal and abnormal personality development	2.F.3.c	Character Worksheets, Opinion Papers, Disorder Mini-Presentation, Reverse Case Example, Final	COU 620
Demonstrate understanding of theories and etiology of addictions and addictive behaviors	2.F.3.d	Character Worksheets, Opinion Papers, Final	COU 670
Biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Character Worksheets, Reverse Case Example	COU 620 COU 660 COU 674

Recognize systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f.	Character Worksheets, Opinion Papers	COU 620 COU 650 COU 660 COU 670 COU 673 COU 674 COU 622 COU 642
Recognize use of assessments for diagnostic and intervention planning purposes	2.F.7.e.	Opinion Paper, Character Worksheets	COU 660 COU 630 COU 671
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Character Worksheets	COU 660 COU 620 COU 640 COU 670 COU 674 COU 642 COU 673
Use of symptom checklists, and personality and psychological testing	2.F.7.k.	Disorder Presentation, Exams	COU 630 COU 660
Use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l.	Character Worksheets	COU 690 COU 691
Identify evidence-based counseling practices	2.F.8.b.	Character Worksheets, Disorder Presentation, Exams	COU 680 COU 640 COU 675 COU 671 COU 674 COU 622 COU 621 COU 642
Identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	5.C.1.c.	Exams, Character Worksheets	COU 671
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b.	Character Worksheets, Disorder Presentation, Exams	COU 690 COU 691
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d.	Character Worksheets, Disorder Presentation, Exams	COU 600 COU 671 COU 675
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Character Worksheets, Disorder Presentation, Exams	COU 690 COU 691 COU 671

Understand strategies to advocate for persons with mental health issues	5.C.3.e.	Opinion Papers, Exams	COU 673 COU 600
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Character Worksheets, Opinion Papers	COU 602 COU 620 COU 670 COU 622 COU 621
Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	5.G.2.i	Exams	COU 621 COU 622 COU 675
Understand skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h.	Character Worksheets, Opinion Papers, Exams	COU 602 COU 621 COU 670

Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.