

CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. [The California State University requires all students and employees to be fully vaccinated against COVID-19 before coming to campus](#), and no later than September 30, 2021, unless an approved exemption has been requested and regular testing is underway. In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).



Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 675:
Substance Abuse and Addiction Counseling

Instructor:
Phone:
Email:
Office Hours:

Course Description

Major approaches for identifying, evaluating, diagnosing, and treating persons with alcohol and substance abuse or dependency, co-occurring disorders, and behavioral addictions. Topics include the effects of psychoactive drug use, theories of the etiology of addiction, systemic dynamics of alcoholic and substance abusing families, legal requirements, community resources for individual teens, adults, and their families, prevention of addiction, harm reduction models, evidence-based models for couple and family treatment, recovery models, peer support models, and motivational interviewing.

Units: 3

Prerequisite(s): Admission to master's counseling program at CSUN

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
 - We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
 - We value ethical practice and what it means to become ethical and caring professionals.
 - We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
 - We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
 - We value creative and reflective thinking and practice.
-

Instructional Philosophy

The Marriage and Family Therapy/Counseling program at CSUN is designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from four distinct sources:

1. The California State Board of Behavioral Science (BBS) educational requirements for becoming a Licensed Professional Clinical Counselor.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling and College Counseling/Student Affairs.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below (we know these lists may appear long and boring but we believe having these clearly defined in each syllabus ensures a consistent and high quality curriculum that is offered with integrity).

BBS Curriculum Requirements Covered in this Class

4999.33 (1) (K) Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

4999.33 (e) (1) Integrate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

4999.33 (L) (d) (1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.

CACREP Standards Covered in this Class

The Core CACREP standards covered in this class include:

3g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

The CACREP Specialty standards covered in this class include:

College Counseling/Student Affairs	
2d.	Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
2f.	Signs and symptoms of substance abuse individuals in higher education settings
3c.	Interventions related to a broad range of mental health issues for individuals in higher education settings
3d.	Strategies for addition prevention and intervention for individuals in higher education settings
School Counseling	
2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
2i.	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
2k.	Community resources and referral sources

School Counseling Performance Expectations Covered in this Class:

SCPE 8.5: Understand the interrelationships among prevention and intervention strategies within school organization and the community.

Counseling Program Learning Objectives

Of the program's seven learning objectives (please see University Catalog), this course is designed to develop skills in the following:

LO5: Conduct clinical, diagnostic, psychosocial and crisis assessments, and use effective treatment planning methods to design prevention and early intervention therapeutic programming that is educative in

nature and promotes social/emotional well-being, healthy relationships, academic success and/or career mastery.

Course Learning Objectives

The learning activities in this course will enable students successfully completing the course to do the following:

1. Build a *therapeutic relationship* with a person who is currently abusing substances and/or addicted based on evidence-based and addiction-specific models of treatment.
 - a. To be measured in the role play assignment.
 2. Develop a culturally relevant *assessment and treatment plan* for a person who is *dually diagnosed* using recovery principles and evidence-based practice strategies, including local referrals to community resources.
 - a. To be measured in the final exam/treatment plan.
 3. Identify the *symptoms and signs* of substance abuse and other addictions and associated family dynamics.
 - a. To be measured in the role play assignment.
 - b. To be measured in the final exam/treatment plan.
 - c. To be measured in the psychoeducational handouts.
 4. Provide *psychoeducation* on psychoactive substances, etiology of addiction, family and relational dynamics, behavioral addiction, and socio-cultural issues in addictions.
 - a. To be measured in the psychoeducational handouts.
 5. Identify *diversity issues and usage demographics* related to substances and addictions, including ethnicity, age, GLBTQ, socioeconomic status, and religion.
 - a. To be measured in the psychoeducational handouts.
 - b. To be measured in the role play assignment.
 - c. To be measured in the final exam/treatment plan.
 6. Describe how *public policy and the media* shape and inform substance use and addictions.
 - a. To be measured in the psychoeducational handouts.
 - b. To be measured in the role play assignment.
 7. Describe *legal and ethical* issues in identifying and treating persons diagnosed with alcohol/substance abuse and addictions.
 - a. To be measured in the role play assignment.
 - b. To be measured in the final exam/treatment plan.
 8. Incorporate *peer support groups* and resources into treatment planning.
 - a. To be measured in the 12-step group report.
 9. Identify situations in which *harm-reduction models* are appropriate for treatment.
 - a. To be measured in the psychoeducational handouts.
 - b. To be measured in the role play assignment.
 - c. To be measured in the final exam/treatment plan.
-

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is:

Motivational Interview Role Plays

Students will be divided into small groups to take turns serving as therapists and clients. Half of the class will be involved in role plays that demonstrate motivational interviewing and similar strategies for building working relationships with persons dealing with addiction and substance abuse. The other half of the class will be assigned to work on role plays that involve couples and families dealing with adults and teens who are struggling with substance use problems.

Signature Readings: Readings Required Across All Sections

Articles

Marlatt, G. A., Blume, A. W., & Parks, G. A. (2001). Integrating harm reduction therapy and traditional substance abuse treatment. *Journal of Psychoactive Drugs*, 33(1), 13-21.

O'Farrell, T. J. & Clements, K. (2012). Review of outcome research on marital and family therapy in treatment for alcoholism. *Journal of Marital and Family Therapy*, 38, 122-144. [Please download directly from PsychInfo]

Rowe, C. (2012). Family therapy for drug abuse: Review and updates 2003-2010. *Journal of Marital & Family Therapy*, 38, 59-81.

Books

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

Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford.

Required References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.*

*Note: You should obtain the *second printing*; the first had numerous errors in the example; check this when buying a used edition.

Sprenkle, D. H. (Ed.). (2002). *Effectiveness research in marriage and family therapy*. Alexandria, VA: American Association for Marriage and Family Therapy. [Chapters 8 & 9].

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford.

Recommended Reading and Resources for Assignments

Arkowitz, A., Westra, H. A., Miller, W. R., & Rollnick, S. (Eds.). (2007). *Motivational interviewing in the treatment of psychological problems*. New York: Guilford.

Brand, R. (2017). *Recovery: Freedom from our addictions*. New York: Henry Holt and Company.

- Kim, H. K., & Davis, K. E. (2008). Toward a comprehensive theory of problematic Internet use: Evaluating the role of self-esteem, anxiety, flow, and the self-rated importance of Internet activities. *Computers in Human Behavior*, 25, 490-500.
- Kuzma, J. M., & Black, D. W. (2008). Epidemiology, prevalence, and natural history of compulsive sexual behavior. *Psychiatric Clinics of North America*, 31, 603-611.
- Robertson, B. (2016). *Tired of thinking about drinking*. Canada: Tower Road Press.
- Miller, W. R., Carrol, K.M. (Eds.). (2006). *Rethinking Substance Abuse*. New York: Guilford.
- Shedler, J. & Block, J. (1990). Adolescent Drug Use and Psychological Health: A Longitudinal Inquiry. *American Psychologist*, 45, no. 5, 612-30.
- Smock, S. A., Trepper, T. S., Wetchler, J. L., McCollum, E. E., Ray, R., & Pierce, K. (2008). Solution-focused group therapy for level 1 substance abusers. *Journal of Marital and Family Therapy*, 34, 107-120.
- Steinglass, P. (1987). *The alcoholic family*. New York: Basic Books.
- Szalavitz, M. (2016). *Unbroken Brain*. New York: Picador St. Martin.
-

Instructional Format

This graduate seminar course will include lecture, experiential activities, and in-class dialogue. The course may also include online components on Canvas.

Overview of Course Activities

Motivational Interview Role Plays

See signature assignment above

Questions for Role Plays:

Students will prepare 4-6 questions to be used in the role plays. Choose questions from the Rosengren text or create your own.

These questions are due the day of the role play. Questions must be typed and double-spaced.

Group Discussions:

Group discussions are a vital part of the student's participation score. Students will earn ½ point for each group they are in and have the opportunity to earn more points for acting as the group spokesperson (spokespersons earns ¾ point). Being a group spokesperson is voluntary although everyone is encouraged to be a spokesperson at least once. The group discussions score is included in the participation score.

Class Presentation (SCPE 8.5)

Students will form teams to research relevant topics to present to the class.

The purpose of the presentation is to:

- provide the class with the latest research on the subject
- discuss the therapeutic issues that arise

- discuss evidence based treatment for this issue

You must discuss your topic of choice with Dr. Harris for approval. (See list below).

Use the following guidelines for your presentation.

- Teams should consist of 4 to 5 members.
- After selecting your team, give the list of members' names to Dr. Harris.
- Presentation length should be 25-35 minutes.
- **IMPORTANT:** Presentations will be closely timed and will be stopped at 35 minutes.
 - Because the time limit is strictly enforced, teams should do run-throughs/rehearsals of the presentation prior to the scheduled presentation time.
 - During the verbal presentation, team members must speak approximately an equal amount of time.
 - Each portion of the presentation will be timed.
- Use between 3 and 10 research articles as the basis of your presentation.
 - Research articles must be from professional sources.
 - Non-professional or mass-market magazine articles (i.e. "Newsweek" or "Time" articles) are acceptable only if they are *in addition* to at least three research articles.
 - Internet sources other than research articles from professional sources are only acceptable if they are in addition to the at least 3 research articles.
 - Include a bibliography

Points will be earned for creativity— you may use whatever audiovisual aids and/or materials you choose.

Prepare a written report or copies of any PowerPoint slides of your presentation for Dr. Harris (due the day of the presentation.)

- **IMPORTANT: Written reports must use a size 12 font. Copies of PowerPoint slides must be 2½ by 3 inches.**

A written report or a PowerPoint of your presentation must be posted on canvas for class members (due the day of the presentation).

(See Policy on missing the presentation.)

Topics to include: (SCPE 8.5)

- Teens and alcohol/substance abuse
- Women and alcohol/substance abuse
- GLBT and alcohol/substance abuse
- Relapse prevention
- Family dynamics in families with alcohol/drug abuse
- How children are affected by parents with alcohol/substance abuse (developmental issues)
- How to make the most of support groups
- How to help if you think your child is using drugs
- Commonly used recreational drugs and their effects
- Addiction to prescription drugs
- Addiction to Internet Pornography
- Addiction to Gambling
- You may choose a topic not on this list **BUT** it must be pre-approved by the instructor.

12-Step Report

Each student will make 1 visit to a 12-step group. Upon completion of the visit, each student will write a 2-3-page summary about their experiences and applications to treatment of individuals and families dealing with substance abuse related issues.

Final Paper: Treatment Plan for Dual Diagnosis (SCPE 8.5)

Each student will develop a treatment plan for a dually diagnosed client based on an assigned vignette.

Treatment plans must include:

- accommodation to diversity issues

- 3 community referrals
- family members in some element of treatment
- a relapse prevention plan
- discussion of evidence-based practices for client's situation (paragraph at end of plan)

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Attendance	10%
Participation	10%
Practice Role Play	15%
Role Play Questions (2 sets x 2.5 pts each)	5%
Signature Assignment Role Play	20%
Presentation	15%
12-Step Report	5%
Treatment Plan	20%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to AAMFT Code of Ethics, department and university student Codes of Conduct, etc.)

Grading System

A 100 point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted to exceptional work.

Points	Grade	Description
97+	A+	<i>Reserved for exceptional work</i> ; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. <i>Note this grade can be given only for assignments; the highest possible grade for the course is A.</i>
93-96	A	Excellent handling of subject; insightful discussion of topic; well developed ideas; few technical or stylistic errors; well-organized discussion.
90-92	A-	Skillful discussion; well developed ideas; few technical or stylistic errors.
88-89	B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
82-87	B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.
78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.

70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class on Canvas unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online, with the professor, and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas (unless otherwise instructed). **There will be no rewrites of assignments; therefore, it is necessary that you submit your best work.** Late submissions will lose one (1) full letter grade. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university’s Incomplete Request Form ([Incomplete Grade Request Form](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism*

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Engaging in respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Instagram, Facebook, other social media platforms, or emailing during class. It is very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.
- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For class, camera should be on. (Please connect w/professor if issues occur.)

*Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university’s office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from

the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA), American College Personnel Association (ACPA), and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

The Pride Center

[CSUN Pride Center](#)

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

Matadors Forward

<https://www.csun.edu/matadors-forward>

University Counseling Services

[UCS](#)

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Tentative Course Schedule

	Date	Topic	Reading	Assignment Due
Week 1	8-27-18	Introduction	- Mueser, Chp 1	

Week 2	9-03-18	LABOR DAY NO CLASS	- -		
Week 3	9-10-18	Motivational Interviewing	-	Mueser, Chp 7	
		Open-ended Questions, Affirmations, Summaries	-	Rosengren, Chp 5	
Week 4	9-17-18	Principles of Integrated Treatment Assessment I	- -	Mueser, Chp 2 Chp 4	
		Exploring Values & Goals		Rosengren, Chp 6	
Week 5	9-24-18	Assessment II	- -	Mueser, Chp 5	
		Focusing: Finding the Horizon		Rosengren Chp 7	
Week 6	10-01-18	Cognitive Behavioral Therapy	- -	Mueser, Chp 8	Simulation Practice Prepared Questions Due
Week 7	10-08-18	Persuasion groups	-	Mueser, Chp 9	(Alternate date: Simulation Practice)
		Integrating Harm Reduction... Cultural issues; diversity issues		Marlatt Article	
		Focusing: Exchanging Information		Rosengren, Chp 8	
Week 8	10-15-18	Active treatment groups	-	Mueser, Chp 10	
		Recognizing Sustain & Change Talk		Rosengren Chp 9	
Week 9	10-22-18	Family Collaboration	-	Mueser, Chp 13	Presentations
		Family Therapy for Drug Abuse Review of Outcome research...	- -	Rowe article O'Farrell article	
		Evoking Motivation	-	Rosengren, Chp 10	
Week 10	10-29-18	Social Skills Group	-	Mueser, Chp 11	Role Plays Questions for Role Play
Week 11	11-05-18	Self-Help Groups Behavioral Family Therapy	- -	Mueser, Chp 12 " Chp. 14	(Alternate date: Role Plays)
Week 12	11-12-18	Other Treatment Approaches Inpatient; prevention, psychopharm interventions; mandated treatment; ethical and legal issues (SCPE 8.5)	-	Mueser, Chp 16 " Chp 17	
Week 13	11-19-18	Psychopharmacology	- -	Mausser, Chp 19	Presentations
Week 14	11-26-18	Review	-		Presentations 12-Step Report Due
Week 15	12-03-18	Final Paper			Treatment Plan Due

**The above schedule and procedures are subject to change in the event of extenuating circumstances.*

Instructions for Selected Assignments

12 Step Report

During the semester you are to attend an open/speaker recovery meetings. They are usually 1.5 hours in length.

Over the years the suggestions list has grown. To gain the most from the amount of time spent, here is some information that may be helpful to your experience

1. Call or go on line to find the meeting location you want.
2. You may attend any of the anonymous meetings (i.e., alcohol, marijuana, narcotics, alanon, families anonymous, etc.). If you are familiar with one program, please experience another focus meeting.
3. You may go in groups of 2 or 3 if you choose.
4. Introduce yourself to the secretary of the meeting asking if this is an open meeting, letting him/her know that you want to sit in to find out what goes on at a meeting.
5. If you see someone you know, ask the person if they are uncomfortable with you attending, advising them that you know about anonymity, etc.
6. Do not read or participate in the meetings if you do not meet the qualifications.
7. As you listen to the meeting content, pay attention to what a therapist might be hearing and also what a client may be hearing. (Yalom's curative factors)
8. Obtain recovery literature from the literature table a Big Book and/or NA text.

Weekly you will be invited to discuss what your experience was at a meeting as a therapist and/or client. Please do not disclose specifics, names, or any other information that might divulge an individuals identity

Please share: type of meeting; number of people; gender/age mix/ information helpful as a therapist/ client and/or concerns...knowing that the information you may have is limited to perhaps 1 meeting, the meeting experience can be multiplied by all students sharing their experiences weekly.

LISTENING AND PAYING ATTENTION TO INFORMATION BEING SHARED IN CLASS IS A COURTESY AND EXPECTATION.

Rubric for Signature Assignment: Motivational Interviewing Role Plays

Date: _____

Student/Trainee: _____

Evaluator: _____

Level of Clinical Training:

☐ Pre-clinical; coursework only

☐ 0-12 months ☐ 12-24 months ☐ 2+ years

Rating Scale

4=Outstanding: Strong mastery of skills and thorough understanding of concepts

3=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident

2=Developing: Minor conceptual and skill errors; in process of developing

1=Deficits: Significant remediation needed; deficits in knowledge/skills

NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

	4: Outstanding	3: At Level	2: Developing	1: Deficits	Comp	Score
Relationship and Diversity						
Therapeutic Relationship	<input type="checkbox"/> Able to quickly and meaningfully engage all participants in treatment process	<input type="checkbox"/> Able to develop working therapeutic relationship with diverse range of clients	<input type="checkbox"/> Minor problems developing therapeutic relationships and connecting with each	<input type="checkbox"/> Significant problems with forming therapeutic relationship with one or more	1.3.3 1.3.6 4.3.5 4.5.1	Score <input type="checkbox"/> NA

	<input type="checkbox"/> Conveys clear sense of respect for all perspectives, including those not present	<input type="checkbox"/> Conveys respect for all perspectives	client	members of family		
Attention to Client Needs and Diversity	<input type="checkbox"/> Sophisticated matching of treatment to client needs <input type="checkbox"/> Sophisticated ability to adapt treatment to all areas of diversity and need	<input type="checkbox"/> Able to match treatment to client needs <input type="checkbox"/> Adapts treatment to one or more areas of diversity and need	<input type="checkbox"/> Minor problems attending to client needs and/or diversity issues	<input type="checkbox"/> Significant problems attending to client needs and/or diversity issues <input type="checkbox"/> Therapeutic progress not likely due to problems in these areas	2.3.2 4.3.1 4.3.2	Score <input type="checkbox"/> NA
Motivational Interviewing						
Motivational Interviewing	<input type="checkbox"/> Skillfully motivates clients to take action without direct confrontation <input type="checkbox"/> Skillfully increases client understanding of consequences, risks, etc. of problem behavior. <input type="checkbox"/> Skillfully increases internal motivation through MI questioning <input type="checkbox"/> Gently encourages client to explore ambivalence.	<input type="checkbox"/> Increases client understanding of consequences, risks, etc. of problem behavior. <input type="checkbox"/> Increases internal motivation through MI questioning <input type="checkbox"/> Encourages client to explore ambivalence.	<input type="checkbox"/> Minor problems using MI questioning style, e.g. too confrontational or use of other questioning technique.	<input type="checkbox"/> Significant problems using MI questioning style, e.g. confrontational or use of other questioning technique.	4.3.6	Score <input type="checkbox"/> NA
Comments:						

Simulator Session Rubric

Therapist/Student: _____

Theory: _____

	4: Outstanding	3: Good/At Level	2: Developing	1: Deficits	Comp	Score
Treatment Plan Goals and Interventions						
Written Preparation	<input type="checkbox"/> Theory-specific and reveal understanding of key concepts <input type="checkbox"/> Clear progression of questions <input type="checkbox"/> Well organized	<input type="checkbox"/> Theory-specific questions <input type="checkbox"/> Covers key elements of theory	<input type="checkbox"/> Appropriate but not clearly theory-specific <input type="checkbox"/> Miss one or more key elements of theory <input type="checkbox"/> Some questions not clear	<input type="checkbox"/> Does not address one or more key theoretical issue <input type="checkbox"/> Some misunderstandings of theory	1.4.1 3.3.1 3.3.2 3.3.9 4.4.5 4.2.2 4.3.11 5.3.7	Score <input type="checkbox"/> NA
In-Session Skills	<input type="checkbox"/> Theory-specific focus and interview style throughout <input type="checkbox"/> Responsive to client in-the-moment <input type="checkbox"/> Applies theory to client's unique situation	<input type="checkbox"/> Overall approach reflects theory <input type="checkbox"/> Responds effectively to client <input type="checkbox"/> Demonstrates understanding of theory	<input type="checkbox"/> Not clearly theory-specific <input type="checkbox"/> Some difficulty responding to client in-the-moment	<input type="checkbox"/> Minimal application of theory <input type="checkbox"/> Some confusion about theory and/or focus of treatment	2.3.2 3.3.3 4.2.1 4.3.3 4.3.4 4.3.5 4.3.6 4.3.8 4.3.9	Score <input type="checkbox"/> NA
Comments:						
Score: /15 points						

EPC 675 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, practiced in blue, assessed in green

SCPE	IPA
8.5	12, 6, 7