

## ADSTC105X : Counseling Skills in Addiction Treatment

### General Information

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Course Code (CB01) :	ADSTC105X
Course Title (CB02) :	Counseling Skills in Addiction Treatment
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course provides an introduction to case management, treatment planning, goal-setting, and progress charting when working with individual clients. Students learn theoretical models of counseling and concepts of treatment like skills deficits, social skills deficits, and psychological deficits. Current scientific and research addiction counseling strategies are presented for individual and group activities. This course provides a strong component in self-care and professional readiness as students are given tools and techniques to analyze appropriate content and applications.
Submission Type:	Change to Content  Removed ADST C101 as a prerequisite.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Counseling</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology</li><li>• Social Work</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Formerly Known As

**Course Formerly Known As**

No Value

**Course Development Options****Basic Skills Status (CB08)**

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Rationale For Credit By Exam/Challenge**

No value

**Course Support Course Status (CB26)**

Course is not a support course

**Course Special Class Status (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

0

**Retake Policy Description**

No value

**Grade Options**

- Letter Grade Methods

**Course Prior To College Level (CB21)**

Not applicable.

 Allow Students To Audit Course**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

Y

**Transferability**

Not transferable

**Transferability Status**

Not transferable

**C-ID**

Addiction Studies

**Categories**

C-ID discipline

**Status**

Approved

**Approval Date**

No value

**Comparable Course**

120X

**Units and Hours****Summary****Minimum Credit Units (CB07)**

3

<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

<b>Course Credit Status (CB04)</b>	<b>Course Non Credit Category (CB22)</b>	<b>Non-Credit Characteristic</b>
Credit - Degree Applicable	Credit Course.	No Value
<b>Course Classification Status (CB11)</b>	<b>Funding Agency Category (CB23)</b>	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

## Entrance Skills

Entrance Skills	Description
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No value	No value
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## Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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## Specifications

### Methods of Instruction

Methods of Instruction	Audiovisual
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Rationale	Audiovisual skills demonstration.
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Methods of Instruction	Case Study
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Rationale	Analysis of case studies provides opportunities to apply skills.
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<b>Methods of Instruction</b>	Group Work
<b>Rationale</b>	Soft skills practice done in groups during class time.
<b>Methods of Instruction</b>	Guest Lecturers
<b>Rationale</b>	Industry partners will discuss work experience.
<b>Methods of Instruction</b>	Instruction through examination or quizzing
<b>Rationale</b>	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	PowerPoint presentations, in-class, synchronous, and recorded lectures.
<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	Assigned textbook readings.
<b>Methods of Instruction</b>	Presentations (by students)
<b>Rationale</b>	Individual and group presentations will be assigned to facilitate student comprehension.
<b>Methods of Instruction</b>	Written work
<b>Rationale</b>	Written assignments will be assigned to facilitate student comprehension.
<b>Assignments</b>	
- A. Assigned reading of texts and/or professional journals about counseling strategies to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis intervention, and/or mandated reporting.	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Homework	Oral and written case studies and scenario analyses. Example: Create a culturally competent mock treatment plan that includes your client's gender, ethnic/racial background, and cultural norms.
Research Paper	Essays of written synthesis of considerations for problem-solving in the addiction counseling workplace. Example: Develop an informed consent form based on analysis of a case study.
Tests	Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following documents provides information for addiction counselors working in the field? a. American Addiction Counselors Association manual. b. TAP and Certified Addiction Treatment Counselors codes.

Distance Education Description: how outcomes are evaluated

- c. there are no guidelines for counselors working in the field.
- d. all of the above.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

### Equipment

None.

### Textbooks

Author	Title	Publisher	Date	ISBN
Alderson, K.	Addictions Counseling Today.	SAGE	2019	9781483308265

### Other Instructional Materials

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Describe the scope of practice for addiction counselors.

Demonstrate an understanding of diverse cultures and recognize the importance of incorporating the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.

Apply effective face-to face communication skills and techniques in the counseling session

Define the elements that constitute an effective counseling session including information gathering, problem solving, and referrals.

Synthesize information gathered into clear and concise written case notes.

Synthesize information gathered to support clients with solutions for problem solving.

Evaluate cues that require referrals to more highly skilled professionals.

## CSLOs

Identify treatment services appropriate to the personal and cultural identity of the client.	Expected SLO Performance: 75.0
Apply the five basic principles and practices of motivational counseling.	Expected SLO Performance: 75.0
Analyze the appropriate use of active listening and relationship building skills.	Expected SLO Performance: 75.0
Employ self-awareness skills and techniques appropriate for addiction counseling work.	Expected SLO Performance: 75.0

## Outline

### Course Outline

#### Outline

##### A. Introduction

1. Terminology
2. Individual counseling treatment modalities
3. Theories and models of counseling
4. Mental illness and substance use disorder
5. Diagnostic and Statistics Manual 5
6. Resources
  - a. Agency resources
  - b. Gaps and unmet needs
7. Boundaries and limitations

##### B. Cultural competency

1. Terminology
2. Cultural group needs
  - a. Racial identify
  - b. Ethnic minorities
  - c. Religion and belief systems
  - d. Disabilities
  - e. Biological sex and gender
  - f. Sexual orientation
3. Cultural appropriate interventions
4. Age and developmental considerations

##### C. Intervention skills

1. Terminology
2. Evidence-based practices
  - a. Tailoring intervention treatment
  - b. Culturally relevant treatment
3. Appropriate scope of practice
4. Determining appropriate treatment modalities
5. Relationship building
  - a. Active listening skills
  - b. Directive listening practices
  - c. Client-centered perspective
6. Psycho-educational techniques
7. Goals
  - a. Development
  - b. Implementation
  - c. Evaluation

8. Documentation
9. Referral

D. Helper disposition

1. Terminology
2. Self-Awareness
  - a. Identifying bias
  - b. Cultural norms
  - c. Personal
  - d. Professional
3. Self-evaluation
  - a. Techniques
  - b. Timelines
4. Professional evaluations
  - a. Enhance performance
  - b. Utilizing feedback
5. Self-care
  - a. Identifying burnout
  - b. Addressing stress

E. Ethical guidelines

1. Terminology
2. Cultural competence
3. Supervision
  - a. Effective use of supervision
  - b. Personal feelings
4. Ethical standards of care
5. Legal requirements
6. Continuing education

## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric.

Student-Instructor contact MAY include the following: chat, synchronous meetings, phone, online newsgroup/discussion board, learning management system messages, electronic mail, and iTV.

Student-Student contact MAY include the following: chat, synchronous meetings, learning management system messages, group work, and peer reviewed projects.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Face-to-face meeting(s)



**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size limited to 30.

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities