



**I. Counseling 5810.61 Theories and Practice of Addictions Counseling
Monday 6p -8:50p Room HWH 304**

II. Instructor:

Maryse Nazon, Psy.D., CADC, MISA 1, GCE

Department of Psychology

Office: BHS 506

Phone numbers: University 773- 995-2128, Cell: 708-717-1546

Office hours: Monday & Thursday 3:30p – 5:30p, Wednesday 9:30-11:00 am and other hours
by appointment

E-mail address: mnazon@csu.edu

III. Course Prerequisite:

COUN 5600 or 5611 or concurrent enrollment. Admission into the master's degree program.

IV. Course Description:

The assessment, etiology, description, understanding and treatment of addictions. Addresses prevention, education, dual diagnosis, risk assessment, crisis intervention, and issues related to treatment in multicultural populations. Evidence-based individual and group interventions will be studied.

V. Required Texts:

- a. Mignon, S. (2016) Substance Abuse Treatment: Options, Challenges, and Effectiveness. Springer Publishing Company: **ISBN: 978-0-8261-9578-4 e-book ISBN: 978-0-8261-9579-1**
- b. Marcziński, (2014). Drug Use, Misuse and Abuse. Wiley. E-Text: **ISBN: 978-1-118-80202-1**. Paperback: **ISBN: 978-1-118-53910-1**.

VI. Required Readings (Available on Moodle):

- c. The 12 Core Functions of Substance Abuse and 46 Global Criteria
- d. Bowser, B. P., & Bilal, R. (2001). Drug treatment effectiveness: African-American culture in recovery. *Journal of Psychoactive Drugs*, 33(4), 391-402.
- e. Riesman, F., & Carroll, D. (1996). A new view of addiction: Simple and complex. *Social Policy*, 27(2), 36-46.
- f. Roberts, A., Jackson, M. S., & Carlton-Laney, I. (2000). Revisiting the need for feminism and Afrocentric theory when treating African American female substance abusers. *Journal of Drug Issues*, 30(4), 901-918.
- g. Jellinek Phases: The Progressive Symptoms of Alcoholism

Additional Readings:

Selected readings from articles made available by the instructor which could include the following:

- a. Freeman, E. M. (1992). The addiction process. New York: Longman.
- b. Lawson, A., & Lawson, G. (1998). Alcoholism and the family. Gaithersburg, MD: Aspen Publishers, Inc.
- c. Rowe, D., Grills, C. (1993) African-Centered Drug Treatment: An Alternative Conceptual Paradigm for Drug Counseling with African-American Clients. *Journal of Psychoactive Drugs vol. 25 (1) 21-33*
- d. Steinglass, P., Bennett, L. A., Wolong, S. J., & Reiss, D. (1987). The alcoholic family. New York: Basic Books.

Bibliography:

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
 Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4thEd.)*. New York: Guilford Press.

Websites:

Alcoholics Anonymous <http://www.aa.org>
 Al-Anon & Alateen - <http://al-anon-alateen.org>
 Audio recordings; testimony and information <http://liston.to/recovery> <http://www.xa-speakers.org/>
 Brown University Center for Alcohol and Addictions Study <http://center.butler.brown.edu>
 Center for Substance Abuse Treatment http://www.samhsa.gov/centers/csat2002/csat_frame.html
 Midwest Addiction Technology Transfer Center <http://www.mattc.org>
 Narcotics Anonymous <http://www.na.org>
 National Center on Addiction and Substance Abuse at Columbia University <http://www.casacolumbia.org/>
 National Addiction Technology Transfer Center <http://www.nattc.org>
 National Institute on Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>
 National Institute on Drug Abuse <http://www.nida.nih.gov>
 Substance Abuse and Mental Health Services Administration <http://www.samhsa.gov>
 National Council on Alcoholism & Drug Dependence <http://www.ncsdd.org>

VII. Program Objectives met in this Course (*italicized*):

1. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

VIII. Course Objectives Assessments/Student Outcome Measures
Assessments/Student Outcome Measures

	COURSE OBJECTIVES at the conclusion of this course, students will be able to:	STANDARDS CACREP = Council for Accreditation of Counseling and	ASSESSMENTS/STUDENT OUTCOMES
--	---	---	------------------------------

		Related Educational Programs	
1	To understand how to complete an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CMH = 3a	Group projects, class participation, individual papers and discussion.
2	To know the theories (including the disease concept) and etiology of addictions, addictive behaviors, and co-occurring disorders, including strategies for prevention, intervention, and treatment	CACREP = 3d	Group projects, class participation, individual papers and discussion.
3	To understand neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CMH = 1d	Group projects, class participation, individual papers and discussion.
4	To learn to use the standard screening and assessment instruments for substance use disorders and process addictions		Group projects, class participation, individual papers and discussion.
5	To learn to screen for addiction, aggression, and danger to self, as well as co-occurring mental disorders	CMH = H3	Group projects, class participation, individual papers and discussion.
6	To understand the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	CMH = 2e	Group projects, class participation, individual papers and discussion.
7	To 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	CMH = 2c	Group projects, class participation, individual papers and discussion.
8	To understand the pharmacology and neurophysiology of alcohol and other drugs		Group projects, class participation, individual papers and discussion.
9	To critically examine hereditary and family environmental influences of drug use and to identify 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	SC = 2i	Group projects, class participation, individual papers and discussion.
10	To understand the different relationships of personality and psychopathology and dependence		Group projects, class participation, individual papers and discussion.

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

IX. Method of Instruction:

The method of instruction includes “Socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and class presentations. Each academic discipline brings its own epistemological lens through which a specific part of our world is viewed and understood. The aim of this course is to provide you with a glimpse of the scientific approach to understanding mental processes and human behavior associated with alcohol and drug substance abuse. The content

COUN 5810 Syllabus SPRING 2018

of this course will introduce the student to the chemical, psychological social and treatment aspects of drug use, abuse, and dependency.

Drug and alcohol abuse prevention will be introduced through basic theories and research. Furthermore, this course will expose students considering working in the field of chemical dependency as (counselors, teachers, peace officers, mental health specialist and other professional interventionist) and working in the field of their roles in meeting the needs for their community, customers, and clients. This course has been developed to give students a knowledge base needed in preparation for the State Certification Examination through IAODAPCA for CADC (Certified Alcohol and Drug Counselor). You are expected to be an active participant, and a major factor in the success of the class. Hence, it is imperative that you attend all classes in order to appreciate fully the nuances and vicissitudes offered by this introduction to the field of addictions.

X. Course Requirements and Evaluation

Discussion Questions:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. If you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

VIRTUAL CLASS TIME: Every other week, we will continue our class discussion in the “virtual world.” There also may instances in which I may come across an article (i.e., newspaper, etc.) that I believe the class would benefit greatly from discussing the event as it is happening. In those instances, I will hold a discussion forum relating to the topic in Moodle.

Please remain engaged in the discussion forums throughout the time allotted for the discussion – Do not make all posts in response to the topic and/or your scholarly peers ON ONE DAY ... THE POINT IS FOR YOU TO REMAIN INVOLVED ... Two **substantive** (explained below) postings are expected for EACH discussion forum ... you are encouraged to be involved more ... but this is the minimum.

As stated above, participation is to be **substantive and will be graded accordingly**. In other words, posting comments like “I agree,” “That’s great. I wish I would have thought of that,” or “What do you mean?” *are not considered substantive*. A **substantive posting** is defined as “participation that is rich, deep and probing. It sometimes piggybacks on someone else’s comment, challenging or adding more. Sometimes it is a new idea or question. Substantive input adds depth to a discussion and carries its own weight. It demonstrates that you are using your critical thinking skills and values the advancement of knowledge for yourself and others.”

A checklist for **substantive postings** includes these questions:

1. Does the response add a new insight to ideas already offered?
2. Does it challenge previous ideas and add appropriate counter-thought?
3. Does it give a sense of the “ah-ha,” and encourage deeper thought?
4. Does it take enough time to “wallow” in an idea and ask probing questions?
5. Does it demonstrate that you have done appropriate reading on the topic?

Attendance policy Maximum points

In this class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, Students are expected to make every effort to attend each class meeting. *Two excused absences* are allowed with *prior notification*. *More than two* unexcused absences will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. **Students missing one class will have their total grade score reduced by points. Students missing 2 classes will have their total score reduced by one letter grade. Students missing three classes will automatically fail the course.** In addition, I will consider attendance in the calculation of borderline final grades. Please note: It is the student's responsibility to drop this course, if necessary.

Participation Maximum points = 10%

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions. Class participation includes physical attendance (*do you show up? you must be present to participate*), psychological attendance (*does your mind show up? can you show evidence of thinking during class?*), and interpersonal attendance (*do you hear and incorporate what others are communicating?*).

Poor participation will be addressed on a case-by-case basis and if continued after it has been brought to your attention, *points will be deducted*.

Participation Evaluation

1. Evidence of reading assignment completion
 - a. Did not read assignment
 - b. Read part of assigned readings
 - c. Read all of assigned readings
2. Engagement with classmates
 - a. no engagement, sitting mute
 - b. some dialogue and discussion taking place during class periods
 - c. dialogue that builds upon and continues discussion taking place
3. Regularity of participation
 - a. ever or very rarely offers comments, ideas or questions
 - b. Offers comments, ideas or questions at least once a class period
 - c. Offers comments, ideas or questions more than once a class period
4. Respect for other class members
 - a. Shows disrespect for others
 - b. Allows others to complete their ideas and displays courtesy even when disagreeing with others
 - c. Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers
5. Integration of participation into other course work
 - a. No integration demonstrated
 - b. Some integration demonstrated
 - c. Consistent integration, that is oral and written assignments reflect careful and thoughtful attention given to the ideas and insights others have offered in class

Group Assignment

You will be assigned to a group by the 2nd week of class. You should exchange telephone numbers and emails for each group member. I recommend that once the group has been formed that one student takes the leadership role. This person will be responsible for contributing to the assignments and getting all the member portions of the assignment. Then the leader must collect all pertinent assignment information making sure it is cohesive and

COUN 5810 Syllabus SPRING 2018

appears as 1 person did the assignment then post it/submit it when due. Please make sure that all students who participated in the assignments names are put on the assignment. As a group it is imperative that you work together. THE GROUP ASSIGNMENT WILL BE A POWERPOINT PRESENTATION ON A SUBSTANCE RELATED DISORDER RELATIVE TO ASSESSMENT, DIAGNOSIS OR TREATMENT. You must have 15-20 slides in the presentation excluding the title page, outline and reference page. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area. **YOU WILL BE ASKED TO COMPLETE A PEER EVALUATION** to assess the contributions of each member of your team. I will consider these PEER EVALUATIONS when assessing the team's grade. Total each team member's points vertically. You may simply replace the names in the chart with the names of your group members, cut and paste the table and send it via email after the assignment has been completed. **Due on . NO LATE ASSIGNMENTS ACCEPTED!**

USING THE SCALE BELOW, INDIVIDUALLY RATE EACH MEMBER INCLUDING YOURSELF.

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Preparation Research, reading, and assignment complete	2				
Attendance On-time and stayed for duration	4				
Participation Contributed best academic ability	4				
Interpersonal Relations Positive and productive	1				
Between Meeting Communication Initiated and responded appropriately	2				
Overall Contribution score:	12				

12-Step Visit Paper

Student will attend two 12-step open meetings for substance abuse or for families (AA, CA, Al-anon, etc.). Note: All meetings are "closed meetings" (for those that are addicted) unless "O" (open) is indicated. **Only attend Open meetings** unless you meet the necessary criteria.

Following the two meetings students will write a reaction paper to those visits. The reaction paper should be typed according to the following guidelines. **The paper should have a title page, be at least 5 double spaced pages with a 1" margin all around and 12-pt. typeface.** Spelling and grammar should be checked. Late submission will lose points. The questions for the reaction papers will be posted on Moodle.

- Al-Anon: <http://al-anon.alateen.org/>
- Alcoholics Anonymous: <http://www.aa.org/>
- Celebrate Recovery: <http://www.celebraterrecovery.com/>
- Codependents Anonymous: <http://coda.org/>
- Emotions Anonymous: <http://emotionsanonymous.org/what-we-offer/find-a-meeting/us.html>
- Nar-Anon: <http://www.nar-anon.org/find-a-meeting/>
- Narcotics Anonymous: <https://www.na.org/>

- SMART Recovery: <http://www.smartrecovery.org/>

Substance Abuse & Media Review Paper

One of the most visible places to find examples of abnormal psychology is in movies. You will watch a popular film that depicts some form of Substance Related Disorders as characterized in the DSM-V. Based on what you have learned in class, you will take a specific criterion and relate a behavior that proves that criterion for your character. I want you to think critically about whether the disorder was portrayed accurately. You may want to watch the movie twice: first to get a sense of your perceptions of the disorder, and later to assess the accuracy of the diagnosis. You will need to prove your case by specifically listing the criteria and then an example in which your person demonstrates the behaviors. The behavior should be shared right after the criteria. Do not just type in the whole criteria section and say my person did those things. The important thing to do first is to find your candidate and tell the story of what he or she is or was doing that led to your noticing his/her potential for the disorder. After this you will try and come up with specific behaviors that meet the DSM IV criteria for the disorder.

There is no absolute perfect length but a detailed outline that covers the criteria and allows the instructor to follow the presentation would be a good. Please consider choosing a movie in no later than the 2nd week of class. **Outlines are due to me, by 2/10/18 11:59p; presentations are given on 2/12/18. LATE OUTLINES MEANS NO PRESENTATION MEANING NO GRADE FOR THIS PROJECT!**

YOUR PAPER/PRESENTATIONS SHOULD INCLUDE THOUGHTFUL RESPONSES TO THE FOLLOWING:

1. Give a brief (1-paragraph) synopsis of the movie, including the title, year of release, and a short description of the plot. **(5pts)**
2. Identify the character in the movie that has a DSM-V disorder.
 - Include basic descriptive information about them, including their name, gender, approximate age, ethnic background, job, and living situation. **(5pts)**
3. Using the DSM-V classification system, what was the **primary** psychological disorder portrayed by the character?
 - If the character had more than one disorder, you should mention what they are, but then focus your paper on the **primary** disorder.
 - For some characters, you may disagree with the diagnosis as it was labeled in the movie. In such cases, you can either write your paper about the labeled diagnosis (and your critique of it), or about the diagnosis you think is more appropriate. Please be thorough in your discussion (provide DSM-V criteria) **(10pts)**
4. Using the Diagnostic Criteria section of the DSM-V for that disorder or your book, think about how the character appeared to meet or not meet the criteria for a diagnosis.
 - Choose at least the minimum criteria for the disorder as described by the DSM-V that you see in the movie.
 - Use specific, illustrative examples.
 - If you think the criteria were portrayed well and accurately, explain why.
 - If you think they were inaccurate or misleading, explain why.
 - In each case, you will want to refer to the descriptions of specific criteria in the DSM-V, or descriptions of them from your text to justify your arguments. **(40pts)**
5. Do you think the other features of the diagnosis were portrayed accurately?
 - For this question, you should address at least two other features of the disorder. For example, was information about age (e.g., typical onset), gender distribution, prevalence, course, familial patterns, associated features (e.g., psychological, medical, environmental), and other risk factors accurate or misleading? Why or why not? You will want to consult the DSM-V or your text to justify your arguments. **(5 pts). Also, see item 10.**

COUN 5810 Syllabus SPRING 2018

6. What information or impressions did the movie give the audience about the etiology of this particular disorder? Given what you've learned, was this information accurate? Why or why not? **(5pts). Also see item 10.**
7. Did the character in the movie receive any treatment for their disorder? If so, briefly describe the treatment and its effectiveness. If not, briefly describe the type of treatment you would recommend. Refer to your textbook for guidance. **(5pts). Also see item 10.**
8. If there are other characters in the movie that have a psychological disorder, identify the character and the appropriate disorder. Identify the disorder and provide the appropriate DSM-V criteria. (5pts)
9. Correct APA format. To include: 1in margins, title page, reference page, correct citations, etc. **(10pts)**
10. You are to also incorporate information from research-based articles regarding the disorder. This means that you should find out what the literature/research says about the disorder, treatment approaches, etc. You must use at least 10 current articles between (1995-current). Please do not use pop psychology sources like Psychology Today, Essences, or too many websites. The articles can be accessed by going to CSU's Library webpage and go to search databases. You will find mostly what you need from [Ebsco]-Med Line, Psych Lit, and Psych Articles. Some articles are full text online. If you need assistance, please utilize the staff in the library. (10pts) Maximum number of points = 100

Course Requirements:

1. Attendance, Participation and Journal	10%
2. Discussion Questions	15%
3. Group Project and Presentation	20%
4. Midterm & Final Exams	20%
5. Media Review Paper and Presentation	20%
6. 12-Step visit	15%
Total	100%

Student Assessment/Evaluation Methods:

%	(A) 100 – 92	(A-) 90 – 89
(B+) 88 – 87	(B) 86 – 82	(B-) 81 – 79
(C+) 78 – 77	(C) 76 – 72	(C-) 71 – 69
(D+) 68 – 67	(D) 66 – 62	(D-) 61 – 59

Course Requirements and Evaluation Criteria

Content areas

Prevention of alcohol and other drug problems

Relapse after alcohol and other treatment

Treatment of alcohol and another drug dependency

Recovering from alcohol and another drug dependency

Alcohol and other drugs relationship to basic psychological processes

Personality differences in relation to alcohol and other drugs

Gender, racial and ethnic minorities and drug use

XI. Course Calendar

COURSE OUTLINE

COUN 5810 Syllabus SPRING 2018

WEEK	DATE	TOPIC	Reading
1	1/8/18	<i>Introduction to Course - Syllabus Overview</i> <i>What Is Treatment Effectiveness</i> <i>Introduction to Psychopharmacology</i>	Mignon: 1 Marczinski: 1
2	1/15/18	HOLIDAY-Martin Luther King Birthday – No classes	
3	1/22/18	<i>Treatment Goals – Motivation for Treatment</i> <i>Drugs and the Brain</i>	Mignon: 2&3 Marczinski: 2
4	1/29/18	<i>The Substance Abuse Treatment Industry</i> <i>Basic Principles of Pharmacology</i>	Mignon: 4 Marczinski: 3
5	2/5/18	<i>American Society of Addictive Medicine Levels of Care</i> <i>Caffeine, Nicotine & Cocaine</i>	A.S.A.M. Marczinski: 4,5&6
6	2/12/18	<i>Inpatient and Outpatient</i> <i>Amphetamines</i> Media Review Paper Due to Inbox before Class – Presentation in Class	Mignon: 5 &6 Marczinski: 7
7	2/19/18	HOLIDAY-President's Day-No classes	
7	2/26/18	<i>Self-Help and Prevention</i> <i>4 Holistic Ways to Fight Drug Addiction</i> <i>Alcohol</i>	Mignon: 7 & 11 Marczinski: 8
8	3/5/18	<i>Treatment of Diverse Populations</i> <i>Opiates</i> Midterm Exam	Mignon: 8 Rowe & Grills Marczinski: 9
9	3/12/18	<i>Treatment of Co-Occurring Disorders (Dual Dx)</i> <i>Co-Occurring Disorders and Process Addictions</i> <i>Sleep Disorders, Sexual Disorders, Eating Disorders</i> <i>Marijuana</i>	Mignon: 9 Marczinski: 10
10	3/19-24/18	Spring Recess-No classes	
11	3/26/18	<i>Legal Issues & Substance Abuse and The Criminal Justice</i> <i>Population</i> <i>Hallucinogens</i>	Mignon:10 Marczinski: 11
12	4/2/18	<i>Screening, Intake and Orientation</i> <i>Antipsychotic Drugs</i>	12CF46GC Marczinski: 12
13	4/9/18	<i>Assessment and Treatment Planning</i> <i>Antidepressant, Antianxiety and Mood-Stabilizing Drugs</i> Group Assignment and Presentation Due	12CF46GC Marczinski: 13
14	4/16/18	<i>Counseling, Case Management, Crisis Intervention and</i> <i>Client Education</i> <i>Steroids and Smart Drugs</i> 12-Step Visits Presentation	12CF46GC Marczinski: 14
15	4/23/	<i>The Future of Substance Abuse Treatment</i> <i>Referral, Record Keeping, Consulting and Clinical</i> <i>Supervision</i> <i>Closing Perspectives</i> 12-Step Visits Presentation & Paper Due	Mignon: 12
16	12/4/2017	Final Week – Final Exam	

Disclaimer

COUN 5810 Syllabus SPRING 2018

Information in this syllabus was, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of Chicago State University, to make any changes in course content or instructional techniques without notice or obligation.

Personal Note from the Instructor:

It is assumed that graduate students will demonstrate professional behavior relative to the classroom. Though students will not be graded on their personal opinions, the way you arrive at these opinions may be discussed so as to better understand your assumptions, biases and values in relation to professional, academic and clinical situations. Thus, in addition to providing you with a broad overview of theoretical concepts, this course is designed to help you to continue to develop critical thinking skills. There are often differences of opinion and new research sometimes contradicts longstanding psychological theories. As your critical thinking skills continue to develop, you will be better able to analyze information and justify what you believe to be truth and what you believe to be fiction ... both within and outside of the field of counseling. Therefore, it is desired that students not engage in speech that might potentially polarize, politicize, or proselytize. All discussions should reflect an atmosphere of mutual learning and respect. **FAILURE TO READ ANY PORTION OF THE SYLLABUS DOES NOT EXCUSE THE STUDENT FROM THE REQUIREMENTS HEREIN.**

Statement from Abilities Office: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is in the Cordell Reed Student Union Building, Room 198. The telephone number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: To maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Academic Honesty: Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards regarding academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

Plagiarism and Academic Misconduct: ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’

ACADEMIC INTEGRITY:

Cheating and plagiarism is not tolerated and is subject to disciplinary action (see Handbook of Student Conduct). If caught cheating, you will receive an F in the class and are subjected to further disciplinary actions.

EXAMPLES OF PLAGIARISM:

- Handing in an assignment written by someone else and claiming the work as your own.
- Handing in an assignment that contains paraphrases ideas form another source, published or unpublished, without documenting the source.

Handing in an assignment that contains sections, paragraphs, sentences that someone else has written without documenting the source

Academic Warnings: Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to

COUN 5810 Syllabus SPRING 2018

attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of class student work assignments (homework, reports, essays, critical analysis of readings, etc.); this is in addition to studying.

Maintaining confidentiality

To protect the confidentiality of clients and class members, students will discuss sensitive information **ONLY** while in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

Unattended Children

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class

References

- American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.
- American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca
- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4th Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4th ed.)*. New York, NY: Worth.
- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2013). *Handbook of post traumatic growth*, New York, NY: Routledge.
- Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M.J. (2007). The influence of multicultural training and perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, 35, 4, 243-254.
- Chi Sigma Iota (CSI). (2016). *About CSI*. Retrieved from https://www.csi-net/org/?page=About_CSI
- Colangelo, J. J. (2009). The American Mental Health Counselors Association: Reflection on 30 historic years. *Journal of Counseling and Development*, 87, (2), 234-240.
- Cooper, J. (2014). Essential crisis intervention skills. In L. R. Jackson-Cherry & B. T. Erford (Eds.), *Crisis assessment, intervention, and prevention (2nd ed.)*, pp. 67-84). Upper Saddle River, NJ: Pearson.
- Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic & gender identities in psychotherapy*. Guilford Publications.
- Corey, G. (2016). *Theory and practice of group counseling (9th ed.)*. Boston, MA: Cengage.
- Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods (pp.301-316)*. Hoboken, NJ: Pearson.
- Davis, L. (1998). *Working with African-American Males*. CA: Sage Publication.
- Gladding, S. (2004). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Pearson/Merril Prentice Hall.
- Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino students. *Professional School Counseling*, 12, 170-175.
- Huber, C.H., & Savage, T.A. (2009). *Promoting research as a core value in master's-level counselor education*. *Counselor Education & Supervision*, 48, (3), 167-178.
- Hays, D. G. (2008). Assessing multicultural competence in counselor trainees: A review of instrumentation and future directions. *Journal of Counseling and Development*, 86, (1), 95-101.
- Jackson, S. (2009). *Research methods and statistics*, (3rd ed.) Belmont, California: Wadsworth.
- James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies (8th ed.)*. Boston, MA: Cengage learning.
- Kettner, P., Moroney, R., & Martin, L. (1999). *Designing and managing programs: An effectiveness-based approach*. CA: Sage Publications.
- Lambie, G. W., Sias, S. M., Davis, K.M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling and Development*, 86, (1), 18 - 25.
- MacCluskie, K.C. & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor: Personal and professional explorations*. CA: Brooks/Cole.

COUN 5810 Syllabus SPRING 2018

- Martz, E. (2001). Expressing counselor empathy through the use of possible selves. *Journal of Employment Counseling, 38*, 128-133.
- McGoldrick, M., Preto, M. A. G., & Carter, B. A. (2016). *The expanding family life cycle: Individual, family, and social perspectives (5th ed.)*. Hoboken, NJ: Pearson.
- Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction. 4th Edition*. United States: Thomson Brooks/Cole.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5th ed.)*. Hoboken, NJ: Wiley.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development, 87*, (2), 216-226.
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Hoboken, NJ: Pearson.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley.
- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling (2nd)*. (pp. 311-336). Thousand Oaks, CA: Sage.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice (7th ed.)*. Alexandria, VA: American Counseling Association.

General Evaluation Rubric **Master's Level Expectations**

Written and Oral presentation:

C = Inadequate thru Marginal – Student has a barely acceptable level of organization and clarity. Able to: apply knowledge, present information relevant to counseling practice, however, leaves out critical resources. Does not critically evaluate the material presented.

Language Mechanics – There is a pattern of errors in spelling, grammar, sentence construction, and the presence of one or more of these patterns makes it difficult to follow the chain of thought in the assignment.

Organization – A clear opening or closing is inadequate, missing or misleading; the central idea is not clear, or a significant part of the assignment does not seem to be related to it; there are major breaks in transition or logic, making it difficult or impossible to follow the train of thought; misses the instructor's intent.

Style – Wordy and repetitive throughout; sentence structure and vocabulary are elementary; there is a pattern of ambiguous phrasing throughout; evidence of personal interest is generally lacking; reading is hard work.

Content, depth and accuracy – Superficial thought and/or research is demonstrated in misunderstanding of key concepts; little awareness of relationship between facts, details, and ideas; assignment leaves the sense that the writer does not grasp either the central idea or a number of the supporting ideas; adequate citations are lacking.

APA format – Many errors; weak to no understanding

Online Discussion:

Neatness & Organization – Neatness and organization are somewhat apparent in the student's response, however student still needs to work on these aspects.

Content Relevance – Content of student's response has some relevance to the discussion statement/question

Individual Effort – Student's response displays some effort

Thought provoking ideas – Student’s response displays some level of thought-provoking ideas

Closure – There is a minimal indication of closure to the student’s response

Written and Oral presentation:

B = Adequate thru Good – Student presents substantive information in a clear, concise, organized, well-supported and professional manner. Clearly applies information to counseling practice, making qualitative assessment of elements or relationships.

Language Mechanics – A few errors in sentence structure, grammar and/or spelling are present, but they are relatively minor and do not make the logic of the assignment difficult to follow; failure to proofread carefully evident.

Organization – Introduction and/or conclusion is adequate; the transitions and logical links between paragraphs or sections are usually clear; paragraph construction is rarely incorrect; thesis is questionable, or parts of the paper don’t clearly relate; varies somewhat from the instructor’s intent.

Style – Mechanical, wooden, or colorless, but substantially correct language; sentence variety and vocabulary are limited; some wordiness and excessive repetition; questionable choice of words; stilted or unnatural construction.

Content, depth, and accuracy – Somewhat superficial understanding of important concepts; supporting facts and details are adequate overall, but some points are not well illustrated or supported; the meaning of some facts is misconstrued; questions are raised in the readers’ mind that are unanswered. Citations are adequate.

APA Format – Few errors; adequate understanding

Online Discussion:

Neatness & Organization – Neatness and organization are obvious in the student’s response, however there is a slight degree of ambiguity.

Content Relevance – Content of student’s response is, for the most part, relevant to the discussion statement/question.

Individual Effort – Student’s response displays a significant amount of effort

Thought provoking ideas – Student’s responses displays 1-2 though-provoking ideas

Closure – There is closure to the student’s response

Written and Oral presentation:

A = Strong thru Superior – Student presents information in a clear, concise, correct, organized and professional manner. Comprehensively and substantively covers and critically evaluates multiple perspectives on a topic. Student expresses creative thinking for new approaches, integrating methods, resources and ideas.

Language Mechanics – No distracting punctuation errors; sentences are complete; spelling is generally correct; mechanics of grammar is substantially correct (e.g., agreement of subjects and verbs, pronouns and antecedents, verb tenses, etc.)

Organization – Interesting and appropriate opening and conclusion; smooth, clear transitions between successive, logically-related paragraphs; each paragraph has one idea, and one central idea is pursued throughout the assignment; supporting ideas and concise and clearly related; fits the letter and spirit of the assignment.

Style – Demonstrates care, creativity, and variety in the choice of words, phrases and sentence structure; highly readable, drawing and maintaining interest; the writer’s personal interest is evident in appropriate ways.

Content, depth and accuracy – Reveals a mature, thoughtful grasp of the global context of the central idea, and depth and accuracy in understanding of relationships between facts, details, and ideas; presence of critical thought, objective analysis, fairness, and probing interaction is evident throughout. Citations are complete and informative.

APA Format – Zero to a couple of errors; clearly understands APA usage and structure.

Online Discussion:

Neatness & Organization – Student’s response is clear and shows excellent neatness and organization

Content relevance – Content of student’s response includes complete relevance to the discussion statement/question

Individual effort – Student’s response displays individual effort beyond what is required

Thought provoking ideas – Student’s response displays several unique thought-provoking ideas.

Student’s response includes an excellent level of closure. (beyond expectation)

Clues for Answering Questions

If a question starts with:	Your answer should be:
Do Did Is	Yes, or No
Explain	Reasons
Who	A person's name
What	The name of a thing or give a fact
When	A time [day, month, year (s)]
Where	The name of a place
Why	Is not a precise question but give...A reason
How	An explanation of a process or procedure
Identify	The name of a person, place or thing
Compare	What is similar or the same
Contrast	What is different
Describe	The characteristics
Summarize	The main events or ideas
Analyze	Why or how an event happened

Fumble rules of Grammar

Don't use no double negatives
Try to rarely, if ever, split infinitives.
A preposition is a bad thing to end a sentence with.
Subjects and verbs has to agree in number.
Passive voice is to be avoided.
Choosing the wrong homonym will adversely effect your argument.
Eschew semantic obfuscation.
Check your spelling
Spell-Check wont ketch awl you're miss steaks
Semicolons should separate independent clauses; this being an example.
Avoid clichés like the plague
Do not write run-on sentences, they will confuse the reader, who ought to be able to follow your prose easily, so use simple sentences.
Use commas, only where necessary, for clarity. A comma, should never separate a subject from its verb.

“Periods and comas always go inside the quotation marks”, according to my style manual.
No sentence fragments.

Thanks, and credit for the above
W. William Minor, NIU Department of Sociology, January 2001

COUN 5810

Syllabus – Student Agreement:

- **I have read the syllabus for COUN 5810.**
- **I understand all assignments and projects are due on the due date unless *PRIOR arrangements have been approved by the instructor.***
- **I understand the grading policy and requirements needed to successfully complete this course for credit.**
- **I understand the attendance policy (*only 2 absences allowed*).**
- **I understand that I am expected to do my own work unless collaboration is authorized.**
- **I further understand that the penalty for unauthorized collaboration or plagiarism may result in failure of this class. (*Plagiarism is defined as the taking of other’s ideas in any form and passing them on as your own*).**
- **I understand the policy regarding cell phones and beepers in the classroom (*They are not allowed to be turned on during class*).**
- **I am aware of how to contact my instructor.**

Signature

Date

Print Name

