College of Education
CESP 847 Addiction Counseling (3 credit hours)
Master Syllabus

Instructor:
Office Location:
Telephone:
Email:
Office Hours:
Classroom:
Class Time:

How to use this Syllabus
This syllabus provides you with information specific to this course, and it also provides
information about important university policies. This document should be viewed as a course
overview; it is not a contract and is subject to change as the semester evolves.

Academic Integrity
Students are responsible for 4m5(s)8.9 1nowrA standard of honesty, fairly applied to all students, is essential to
abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate
classroom instructors or other designated people. Serious cases may result in discipline at the college or
University level and may result in suspension or dismissal. Dismissal from a college for academic

individuals, couples, families, and groups. This course is taught as an online course as
hybrid course with online assignments and tests. For the online course, class member
interaction occurs through a discussion board.

Definition of a Credit Hour
3 credit hour class: Success in this 3 credit hour course is based on the expectation th
students will spend, for each unit of credit, a minimum of 45 hours over the length of th
(normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction
preparation/studying or course related activities for a total of 135 hours.

Course Delivery:
Class time will include seminar style class discussions, experiential learning exercises
collaborative group work, some didactic learning/lecture, and time for students to work
assignments with immediate feedback from peers and professor. Outside of class, stu

access lectures, PowerPoints, and other learning materials from Blackboard as well as read all assigned readings. Students are evaluated through examinations, written papers, attendance, and participation in the aforementioned assignments.

Prerequisites: Graduate standing

Textbook:
Van Wormer, K., & Davis, D. R. (N/A). Addiction Treatment (4th Ed.)

Additional Resources:
Substance Abuse Counseling, 5th Edition
Judith A. Lewis | Robert Q. Dana | Gregory A. Blevins ISBN-13: 9781285454375 © 2015 | Cengage Published

Course Goals and Student Learning Objectives

The mission of the Counseling Program is to provide competent, collaborative, and reflective education professionals who are highly educated, visionary, character-driven, ethical counselors for Kansas school districts (in general) and the urban/suburban areas in the Wichita State University service area (in particular) who are prepared to practice in a complex, accountability-focused setting and to advocate for all learners and for high quality schooling.

The most important purpose of counseling is to help clients learn how to make decisions and develop ways of thinking, feeling, and behaving so that they can be responsible and productive members of a multicultural and technological society. Counselors must understand how people grow and develop, how to maintain effective interpersonal relations, and how to be ethical and professional in their actions. They must be well-grounded in the theory and research in counseling and must be provided opportunities to apply these to the world of practice.

The goal of this program, through academic and field experiences combined with systematic student reflection, is to produce caring, competent, ethical, counseling professionals capable of dealing with the personal, social, career, empowerment, and educational concerns of their

- Be able to use productivity software to develop web pages, word processing documents, basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
- Be able to use E-mail, including document attachments.
- Be able to acquire, use and develop multimedia software (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, traini64o-.5 ( )11-6.6 ( )] 0 -1.141 6 (t)-6.6 (al)2.6-dst3-9 (a)-3.3 (4 (a)10.5 (s)-6 (ed)1 (i)2. (c)-2 (e.)]TJ 0

2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the class cP/MCID 2 o;2 (i)2.6p28f 12 bi;sorag
   · Appriate dress
   · P cP/MCID mptness
   · Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that2 (i)2.6p28f41 TD

Reading: It is expected that you will come to class having read the chapters assigned in order to facilitate discussion. Your opinions are important to both the class and your experience in the program, so please come to class prepared.

Attendance and Par ticipation : A rich and healthy exchange of ideas, reading, and feedback is essential to your growth as a counselor in terms of your ethical decision making skills. You are

readings. The student is responsible to know all the material presented, whether from the readings or from class. The student is expected to expend sufficient effort to learn the material, to respect the instructor, and to be attentive and participatory in the classroom.

Grading Scale:
WSU uses a +/- grading scale for final grades and to calculate grade point average. In this class, grades are assigned according to the following charts.

	Evaluation		Due day
1	Class Participation (CP)		
2	Blackboard Discussion (BD)		
3	Helper Studio (CAQ)		
4	Chapter Video Practice (CVP)		
5	Case Analysis (CA)		
6	Chapter Quiz (CQ)		
7	Reflection Paper (RP)		
8	Case Study (CS)		
	Total Points		

Letter Grade	Grade Points	Percentages	Interpretation
A	4.00	100% - 93%	

2. Blackboard Discussion: Students are expected to make at least two postings per discussion board. Students may use Blackboard (http://www.wichita.edu/blackboard) to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation.

2.1 Blackboard Discussion Grading:

Highly Effective = 4 or 5; Extensive knowledge or skills
Effective = 3 or 4; Substantial knowledge or skills
Developing = 2 or 3; Inadequate knowledge or skills
Ineffective = 0 or 1; Lack of knowledge or skills

	Discussion Rubric			
Criteria	Highly Effective	Effective	Developing	Ineffective
Quality of Post	Appropriate comments: thoughtful & reflective	Responds but with minimum efforts. (e.g., I agree with …)	Poor comments	No posting

Relevant of Post
e

The reflection paper will be submitted to the instructor via Black Board Assignment Tab

AA or NA meetings may be found via the following link:
http://www.recovery.org/browse/wichita-ks/

missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_te xt#weapons. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Titl e IX
Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does no6.6 (1972)11.2.u88 (6 0.

regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions

may not be modified and must not be transferred or

Halter, M. (2000). *Shopping for identity: The marketing of ethnicity*. New York: Schocken.

Henderson, C.W. (1998, January). Red wine's health benefits may be due in part of "estrogen" in grape skin (resveratrol). *Cancer Weekly Plus, 5*.

Johnson, B., Roach, J.D., Javors, M.A., et al. (2000). Ondansetron for reduction of drinking among biologically predisposed alcoholic patients. *Journal of the American Medical Association, 284,* 8.

Johnson, J.L., & Leff, M. (1999, May). Children of substance abusers: Overview of research findings, *Pediatrics, 103*(5),1085.

King, C.A. (2000). Implementing a comprehensive addictions program in a corrections setting. *The Counselor, 18*(4), 25-29.

Kohn, D. (1998). The journey to recovery. *Professional Counselor, 13*(2), 30-33.

Lemanski, M.J. (2000, January/February). Addiction alternatives for recovery. *Humanist*, *60*(1), 14f.

Leshner, A. (1999, November 21). Addiction: A brain disease. *Parade Magazine*, p. 11.

Mangione, T. W., Howland, J., Amick, B., et al. (1999). Employee drinking practices and work performance. *Journal of Studies on Alcohol, 60*(2), 261-270.

McQuade, W., Levy, S., Yanek, L., et al. (2000). Detecting symptoms of alcohol abuse in primary care settings. *Archives of Family Medicine, 9*

Case Study Rubric

	Highly Effective	Effective	Developing	Ineffective
Content and Pedagogical KnowP <<5.3 ( )0.k5al				

| an accurate, detailed description of the client. | an accurate, general description of the client. Selected data is consistent with the theory of choice. | client. The data is insufficient to form a full description of the client or is inconsistent with the theory of choice. | provide an accurate, general descrce. |

			inconsistent with the theory of choice.	
Personality Dynamics	Describes the cognitive, emotional and behavioral characteristics of the client, how they inter-relate, and correlates them to the presenting problem, relevant history, and interpersonal style.	Describes the cognitive, emotional and behavioral characteristics of the client and correlates them to the presenting problem. The description is developmentally appropriate.	Provides some descriptive information regarding the behavioral characteristic of the client and/or does not correlate the description to the presenting problem. And/Or the information is not developmentally appropriate	Does not describe the cognitive, emotional and behavioral characteristics of the client OR the description is not developmentally appropriate.
Counseling Objectives	Describes counseling objectives which are logically consistent with the presenting problem, consistent with the client's history, interpersonal style, personality dynamics and environmental factors.	Describes counseling objectives which are logically consistent with the presenting problem. The objectives are contextually and developmentally appropriate.	Provides counseling objectives which are not logically consistent with the presenting problem and/or the objectives are not contextually and developmentally appropriate.	Does not describe counseling objectives which are logically consistent with the presenting problem OR The objectives are not contextually and developmentally appropriate.
Treatment Plan	A detailed description of the chosen treatment plan is provided which is consistent with the problem definition, counseling objectives and consistent with the theory of choice.	A detailed description of the chosen treatment plan is provided which is consistent with the problem definition and counseling objectives.	Some treatment plan information is provided and/or the information presented is not consistent with the problem definition and counseling objectives.	A detailed description of the chosen treatment plan is not provided OR which is not consistent with the problem definition and/or counseling objectives.
Evaluation of Counseling	A description of the client's progress and counselor self-evaluation is provided as well as projections of future counseling processes or reasons for termination.	A description of the client's progress and counselor self-evaluation is provided.	Some descriptive information on the client's progress is given and counselor self-evaluation is provided. And/or Information is not complete or not consistent.	A description of the client's progress and counselor self-evaluation is not provided.
Ethical Aspects of Case	Describes real or possible ethical matters relevant to the case, resolution of the matter and ethical decision-making process used.	Describes real or possible ethical matters relevant to the case.	Provides some ethical aspects of the case, information is not relevant or is incomplete.	Fails to describe real or possible ethical matters relevant to the case.