



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

Course Syllabus RECN 716/Section: Alcohol and Drug Abuse in Counseling

General Information

Program	:	Master of Science Rehabilitation Counseling
Course Codification	:	RECN 716
Course Title	:	Alcohol and Drug Abuse in Counseling
Credit Hours	:	3
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

This course is designed to provide an overview of alcohol and drug use, misuse and abuse. Course content includes historical perspectives of drug use/abuse; psychosocial aspects; pharmacology; prevention strategies; drug education; treatment and rehabilitation; examination of personal alcohol and drug use practices and philosophies; and current issues.

Add/Drop

Process	Last day
Add/drop period ends	June 7, 2024
Withdrawal period ends	June 21, 2024

See Academic Calendar Spring [2024](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

Course Objectives	CACREP Standard	Assessment
1. Describe the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	2F-1b	Quiz to check understanding of roles; followed by a brief reflection essay describing counselor roles in interagency systems and collaboration.
2. List professional counseling organizations, including membership benefits, activities, services to members, and current issues (Related to addiction counseling).	2F-1f	Future Goals and Professional Development Assignment
3. Explain professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	2F-1G	Credentialing Pathways quiz Drug Counseling Philosophy: Future Goals and Professional Development Assignment
4. Assess ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (related to addiction counseling).	2F-1i	Case Study Presentation Students are required to present ethical dilemmas related to addiction counseling and must apply ethical standards to resolve them as part of the case study
5. Understand theories and etiology of addictions and addictive behaviors.	2F-3d	Quiz Drug Counseling Philosophy Assignment
6. Recognize biological, neurological, and physiological factors that affect human development, functioning, and behavior.	2F-3e	Quiz Examination
7. Identify systematic and environmental factors that affect human development, functioning, and behavior	2f-3f	Community Mapping Assignment Students map and analyze systemic and environmental influences on addiction in a selected community.
8. Develop a thorough understanding of the theories and models of counseling.	2F-5a	Quiz Research Paper

Course Objectives	CACREP Standard	Assessment
9. Recognize and apply essential interviewing, counseling, and case conceptualization skills.	2F-5g	Quiz Case study presentation Fictitious Client Profile Assessment and treatment plan assignment
10. Recognize evidence-based counseling strategies and techniques for prevention and intervention.	2f-5j	Case Study Presentation
11. Integrate use of assessments for diagnostic and intervention planning purposes.	2f-7e	Case Study Presentation Fictitious Client Profile Assessment and treatment plan assignment
12. Integrate use of assessment results to diagnose developmental, behavioral, and mental disorders.	2f-7l	QUIZ
13. Understand information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM).	5h-2d	Case Study Presentation Examination

Resources

Required textbook	Doweiko, H. E. (2019). Concepts of Chemical Dependency (10h ed.). Pacific Grove, CA: Brooks/Cole. (ISBN-10: 0-495-50580-3)
Recommended References and Resources	American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders DSM -5-TR (4th ed.). Washington, D.C.: American Psychiatric Press. American Psychological Association (2010). Publication Manual of the American Psychological Association (5th ed.). Washington, D.C.: American Psychological Association. SAMHSA (October 2019). Treatment improvement protocol series #35: Enhancing motivation for change in substance abuse treatment. Rockville, MD: Substance Abuse and

Methods of Instruction

This course utilizes a blended instructional approach tailored for the online learning environment, combining theoretical knowledge with experiential learning to deepen student understanding of alcohol and drug abuse counseling. The instructional methods include the following:

1. Reading Assignments

Students will engage in weekly required readings from the assigned textbook(s), scholarly articles, and supplemental multimedia resources (e.g., videos, podcasts). These readings will provide foundational knowledge of substance use disorders, treatment modalities, and ethical considerations in counseling practice.

2. Written Assignments

To reinforce learning and encourage critical thinking, students will complete regular written assignments. These may include reflective journals, pathways to credentialing, case analysis, quizzes, or short essays that assess comprehension and application of key concepts.

3. Experiential Activities

Students will participate in structured experiential learning activities designed to simulate counseling scenarios and promote skill development. Examples include:

- Role-plays and mock counseling sessions (recorded individually or with peers)
- Self-reflection exercises on biases, values, and cultural competence
- Discussion board participation with prompts designed to replicate real-world challenges in counseling

4. Research Paper Students will engage in a structured research process to develop a comprehensive 8–10-page paper on the treatment and recovery of a special population affected by Substance Use Disorder (SUD). The assignment will begin with topic selection and approval, ensuring alignment with course objectives. Students will then conduct in-depth research using peer-reviewed journal articles, course materials, and external sources to explore the role of vocation, family, social networks, and community systems in the recovery process. A theoretical model relevant to the chosen population must be integrated into the analysis, demonstrating its application in treatment and recovery.

Assignment Evaluation strategies

1. Examinations

The student will complete the assigned essays and or quizzes (chapter quizzes and other quizzes as assigned). (All quizzes must be completed, with a passing grade by the assigned due dates).

- Quiz 1 6/09
- Credentialing Pathway Quiz—Due 6/9
- Examination 6/17

2. Fictitious Client Profile, AOD Assessment, and Treatment Plan Due: 6/23

Objective: Develop a comprehensive assessment and treatment plan for a fictitious client struggling with alcohol and other drug (AOD) abuse. This assignment aims to integrate theoretical knowledge and practical skills in substance abuse counseling

Instructions:

1. **Create a Fictitious Client Profile:**
 - Provide a detailed background of a fictitious client, including demographic information, substance use history, medical history, family history, social history, and any relevant psychological or behavioral information.
2. **Conduct an AOD Assessment:**
 - Assess the severity of alcohol and other drug abuse. Include information on frequency, quantity, and type of substances used.
 - Identify and discuss factors contributing to or relating to the client's AOD abuse, such as genetic predisposition, environmental factors, co-occurring mental health disorders, and social influences.
3. **Identify Treatment Needs:**
 - Based on the assessment, identify the client's treatment needs. This may include detoxification, inpatient or outpatient treatment, individual or group therapy, and support groups.
4. **Develop a Treatment Plan:**
 - Problems: Identify specific problems related to the client's substance abuse.
 - Objectives: Define measurable objectives for the treatment plan.
 - Interventions: Propose interventions to achieve treatment objectives, such as therapeutic approaches, educational sessions, family therapy, medication-assisted treatment, etc.
5. **Treatment Recommendations:**
 - Provide detailed treatment recommendations, including the type and duration of treatment, and any referrals to other services (e.g., psychiatric evaluation, medical treatment).
6. **Conclusion:**
 - Summarize the key points of the assessment and treatment plan.
 - Discuss the importance of a comprehensive assessment and individualized treatment plan in addressing substance abuse issues.

Format and Submission Guidelines:

- Length: 5-7 pages, double-spaced (excluding title page and

references).

- Format: APA style for citations and references.
- Due Date: June 23rd
- Submission: Submit via the course's online platform

3. **Research Paper: 6/30**

Write a comprehensive 8–10-page research paper exploring the role of vocation, family, social networks, and community systems in the treatment and recovery process for a selected special population affected by substance use disorder (SUD). Additionally, the paper must incorporate a theoretical model that best supports the chosen population. Discuss how this model can be applied in treatment and recovery efforts. Students should demonstrate in-depth research and effectively integrate course materials, peer-reviewed journal articles, and external resources.

Special Populations to Choose From:

- Women
- The Elderly
- African Americans
- Native Americans
- LGBTQIA Community

Instructions:

1. **Topic Selection and Approval:**
 - Choose one special population from the list provided.
 - Submit your chosen topic for faculty approval by Sunday, June 4th.
2. **Research Requirements:**
 - The paper should be 8-10 pages in length, double-spaced, not including the title page and reference page.
 - Use at least 10 references from peer-reviewed journals.
 - Include at least five outside references (not from the textbook or course materials).
3. **Formatting:**
 - Follow the 7th edition APA format for the entire paper.
 - Ensure proper citation and referencing for all sources used.
4. **Content Criteria:**
 - **Introduction:** Introduce the special population you are focusing on and outline the key areas you will discuss (vocation, family, social networks, and community systems).
 - **Vocation:** Discuss the role of employment and vocational training in the recovery process. Include specific challenges and opportunities related to your chosen population.
 - **Family:** Examine the impact of family dynamics and support systems. Address cultural considerations and specific needs of the population.
 - **Social Networks:** Analyze the importance of social networks, including peer support and group therapy. Consider both positive and negative influences.

- Theoretical Approach Identify and define the theoretical model applied to the special population. Explain the relevance of the model to SUD treatment and recovery. Provide evidence from research supporting the model's effectiveness. Discuss any limitations or challenges associated with the model.
 - Community Systems: Evaluate the role of community-based programs and resources. Discuss access to healthcare, social services, and community support mechanisms.
 - Integration of Readings and Research: Integrate course readings, journal articles, and outside research to support your analysis.
 - Conclusion: Summarize the key points and discuss the implications for practice in addiction counseling.
5. Evaluation Criteria:
- Topic Choice and Approval: Ensure you chose a special population and obtained prior approval.
 - Minimum Requirements: Adhere to page limit, reference requirements, and formatting guidelines.
 - Detail and Comprehensiveness: Provide detailed and comprehensive coverage of each topic area.
 - Integration of Sources: Effectively integrate readings, journal articles, and class materials to apply learned concepts.
 - Overall Quality: Ensure the paper is grammatically correct, logically organized, and clearly written.

Timeline:

- Topic Approval Due: Sunday, June 4th
- Paper Submission:
- Additional Guidelines:

4. Drug Counseling Philosophy Assignment 6/09

Objective

The purpose of this assignment is to develop a comprehensive statement outlining your personal philosophy on counseling and treatment of substance use disorders. This statement will reflect your critical thinking about various theories and models of addiction counseling and how they align with your values and approach to rehabilitation.

Components to Address

1. **Introduction to Your Counseling Philosophy**
 - **Description:** Provide a brief introduction to your overall philosophy on addiction counseling. Explain why you believe counseling is important in the treatment of substance use disorders.
 - **Objective:** Set the stage for the detailed discussion of your approach and beliefs.
2. **Theories and Models of Counseling**
 - **Description:** Identify and discuss the counseling theories and models that resonate with you the most. Explain why these

specific theories and models align with your philosophy.

- **Theories/Models to Consider:**

- Cognitive-Behavioral Therapy (CBT)
- Motivational Interviewing (MI)
- Person-Centered Therapy
- Solution-Focused Brief Therapy (SFBT)
- Harm Reduction Model
- 12-Step Facilitation Therapy

- **Objective:** Demonstrate your understanding of different counseling theories and models and justify your choices.

3. **Critical Thinking on Drug-Related Values**

- **Description:** Reflect on your personal values related to drug use and addiction. Discuss how these values influence your behavior as a counselor and your approach to treatment.

- **Questions to Address:**

- What are your beliefs about the causes of addiction?
- How do you view the individuals struggling with substance use disorders?
- What is your stance on harm reduction versus abstinence-based approaches?

- **Objective:** Encourage self-awareness and critical thinking about how your values impact your counseling approach.

4. **Community Mapping**

- Map and analyze systemic and environmental influences on addiction in a selected community associated the client treatment needs.

5. **Integration of Theories and Models into Practice**

- **Description:** Describe how you plan to integrate your chosen theories and models into practical counseling scenarios. Provide examples of how you would apply these approaches in real-life treatment settings.
- **Objective:** Show practical application of theoretical knowledge.

6. Ethical Considerations and Professionalism

- **Description:** Discuss the ethical principles that guide your counseling practice. Include considerations such as confidentiality, informed consent, and cultural competence.
- **Objective:** Ensure that your philosophy incorporates ethical standards and professionalism.

7. Influence of Personal and Cultural Context

- **Description:** Reflect on how your personal background and cultural context shape your philosophy and approach to addiction counseling. Consider aspects such as your upbringing, cultural beliefs, and any personal experiences with addiction.
- **Objective:** Acknowledge the role of personal and cultural influences in shaping your counseling philosophy.

8. Future Goals and Professional Development

- **Description:** Outline your future goals as an addiction counselor. Discuss the credentialing process and how you plan to continue developing your knowledge and skills in this field. Identify professional organizations associated with the field of addictions.
- **Objective:** Show a commitment to ongoing professional development and improvement.

9. Conclusion

- **Description:** Summarize the key points of your counseling philosophy. Reinforce the importance of having a well-defined approach to substance use disorder treatment.
- **Objective:** Provide a cohesive and reflective conclusion to your statement.

Format and Submission Guidelines

- **Length:** 7-10 pages, double-spaced
- **Format:** APA style for citations and references

- **Due Date:** June 9th
- **Submission:** Submit via the course's online platform

Evaluation Criteria

- **Depth of Critical Thinking:** Demonstrates thorough analysis and reflection on counseling theories, models, and personal values.
- **Integration and Application:** Effectively integrates theories and models into practical counseling approaches.
- **Ethical and Cultural Considerations:** Addresses ethical principles and cultural influences thoughtfully.
- **Clarity and Coherence:** Presents ideas clearly and coherently, with a well-structured narrative.

5. Case Study Presentation 6/23

Students will develop and present a comprehensive case study analysis, focusing on a client profile (real or fictional) affected by substance use. The case presentation must include:

- Background and assessment
- Treatment planning
- Intervention strategies
- Three ethical dilemmas
- Ethical and cultural considerations
- Interpret assessment data and develop a brief diagnostic and intervention plan.
- Presentations will be submitted via video or slide deck with voiceover.

6. Self-Help Group Meeting Attendance 6/16

To enhance real-world understanding, students are required to attend (virtually or in person) at least one self-help or mutual aid group meeting (e.g., AA, NA, SMART Recovery). Afterward, students will submit a reflective paper that includes:

- Observations of the group process
- Personal reactions
- Insights related to course material

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Professional Writing: Uses proper grammar, spelling, and APA formatting.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	675-750	90-100	Exceed expectations
B	600-674	80-89	Meet expectations
C	525-599	70-79	Need a remediation plan
D	450-524	60-69	Does not meet the expectations
F	0-449	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy.

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing

and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about

such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract.

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>

- I. **Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. **Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

Criteria	Exemplary (20-18 pts)	Proficient (17-15 pts)	Developing (14-10 pts)	Needs Improvement (9-0 pts)
Fictitious Client Profile (20 pts)	Provides a detailed and comprehensive background, including	Includes most background details but lacks	Provides some background information but is	Limited or vague client profile with minimal details.

	demographics, substance use history, medical, family, social history, and psychological/behavioral information.	depth in one or two areas.	missing key elements	
AOD Assessment (20 pts)	Thoroughly assesses the severity of AOD use, including frequency, quantity, and type of substances used. Clearly identifies contributing factors such as genetics, environment, co-occurring disorders, and social influences.	Covers AOD use assessment but lacks depth in discussing contributing factors.	Identifies substance use patterns but provides little discussion on contributing factors.	Minimal or unclear assessment of AOD use, lacks key details.
Identification of Treatment Needs (15 pts)	Clearly identifies and justifies treatment needs, including appropriate levels of care (detox, inpatient, outpatient, therapy, support groups).	Identifies treatment needs with some justification but lacks depth in explanations.	Mentions treatment needs but does not connect them well to the assessment.	Does not clearly identify appropriate treatment needs.
Treatment Plan (20 pts)	Clearly defines specific problems, measurable objectives, and well-developed interventions that align with client needs.	Includes problems, objectives, and interventions, but some may lack clarity or detail.	Lists treatment components but lacks clear connection to the client's needs.	Treatment plan is vague or missing key elements.
Treatment Recommendations (10 pts)	Provides detailed and well-justified recommendations, including type, duration, and referrals for additional services.	Includes recommendations but lacks depth or justification.	Mentions some recommendations but lacks clarity or justification.	Minimal or no treatment recommendations provided.
Conclusion (5 pts)	Summarizes key points effectively, discusses the importance of comprehensive	Summarizes key points but lacks depth in discussing importance.	Provides a brief conclusion with minimal	Lacks a clear conclusion or summary.

	assessment and individualized treatment.		discussion of importance.	
Format, APA Style, and Organization (10 pts)	Paper is well-organized, follows APA format, and has correct citations/references.	Mostly follows APA format, with minor errors. Organization is generally clear.	Some APA and formatting errors, organization needs improvement.	Does not follow APA format, disorganized, or missing citations.

Fictitious Client

Total Score: ____ /100

Comments:

Rubric for Drug Counseling Philosophy Assignment
 Total: 100 Points

Criteria	Exemplary (20-18 pts)	Proficient (17-15 pts)	Developing (14-10 pts)	Needs Improvement (9-0 pts)
Introduction to Counseling Philosophy (10 pts)	Provides a clear and compelling introduction, explaining the importance of counseling in substance use treatment. Sets the stage for a detailed discussion.	Introduction is clear but lacks depth in explaining the importance of counseling.	Provides a basic introduction but does not clearly establish the significance of counseling.	Introduction is vague or missing, failing to establish a clear philosophy.
Theories and Models of Counseling (20 pts)	Clearly identifies and thoroughly discusses counseling theories and models. Justifies choices with strong reasoning and understanding.	Identifies and discusses theories but lacks depth or justification.	Mentions theories but does not fully explain or justify selections.	Does not adequately discuss counseling theories/models or lacks justification.
Critical Thinking on Drug-Related Values (15 pts)	Thoughtfully reflects on personal values and their impact on counseling. Addresses key questions with depth and critical analysis.	Discusses personal values but lacks depth in critical reflection.	Mentions personal values but does not fully explore their impact on counseling.	Fails to reflect on personal values or their influence on counseling approach.

Integration of Theories and Models into Practice (15 pts)	Clearly explains how chosen theories/models will be applied in real-life counseling scenarios. Provides strong, relevant examples.	Describes practical application but lacks depth or specific examples.	Mentions integration into practice but lacks clarity or concrete examples.	Does not effectively explain how theories/models will be applied in practice.
Ethical Considerations and Professionalism (10 pts)	Discusses ethical principles thoroughly, including confidentiality, informed consent, and cultural competence.	Addresses ethical principles but lacks depth in discussion.	Mentions ethics but does not fully explore key issues.	Does not adequately address ethical considerations.
Influence of Personal and Cultural Context (10 pts)	Thoughtfully examines how personal and cultural background influences counseling philosophy.	Discusses personal/cultural context but lacks depth in reflection.	Mentions background influences but does not explore their impact.	Fails to consider personal/cultural influence on philosophy.
Future Goals and Professional Development (10 pts)	Clearly outlines future goals and demonstrates commitment to professional growth.	Discusses future goals but lacks depth or specificity.	Mentions goals but does not provide a clear development plan.	Fails to discuss future goals or professional development.
Conclusion (5 pts)	Provides a strong summary of key points and reinforces the importance of a well-defined counseling approach.	Summarizes key points but lacks impact or depth.	Provides a weak or unclear conclusion.	Missing or ineffective conclusion.
Format, APA Style,		Mostly follows APA	Some APA and	Does not follow

and Organization (10 pts)		format, with minor errors. Organization is clear.	formatting errors, organization needs improvement.	APA format, disorganized, or missing citations.

Total Score: ____ /100

Course Syllabus RECN 716/Section: Alcohol and Drug Abuse in Counseling

Date:	Topic	Readings	Assignments Due:	Alignment with Course Objectives and CACREP Standards
Module 1 6/03/2024	<ul style="list-style-type: none"> • Introduction to the course • Introduction to the Scope of Addiction problem the problem in the United States 	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6	<ul style="list-style-type: none"> ○ Quiz ○ Drug Counseling Philosophy: Future Goals and Professional Development Assignment Paper ○ Credentialing Pathway Quiz <p style="text-align: right;">June 9th</p>	2F-1B 2F-3d 2f-1i 2F-1G
Module 2 6/10/2024	<ul style="list-style-type: none"> ○ Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user. 	Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14 Chapter 15 Chapter 16	<ul style="list-style-type: none"> ○ Quiz ○ Examination ○ Self-Help Group Meeting Attendance <p style="text-align: right;">June 16th</p>	2F-3E 2F-3E
Module 3 6/17/2024		Chapter 26 Chapter 27	<ul style="list-style-type: none"> ○ Exam 3 	2F-5g 2f-5j

	<ul style="list-style-type: none"> ○ Explore the biopsychosocial model and how addiction affects the mind, body, and social well-being ○ Understanding how substance use disorders are identified (assessment), intervention strategies, and available treatment options. ○ Discussing relapse prevention, medication-assisted treatment, and common obstacles faced during rehabilitation. 	<p>Chapter 28 Chapter 29 Chapter 30 Chapter 31 Chapter 32 Chapter 33 Chapter 34 Chapter 36</p>	<ul style="list-style-type: none"> ○ Fictitious Client Profile, AOD ○ Case Study Presentation <p>June 22</p>	<p>2f-7e 2f-7i</p> <p>2F-5g 2f-5j 2f-7e 2f-7i</p>
<p>Module 4 6/24/2024</p>	<ul style="list-style-type: none"> ○ Explore how substance use affects children, college students, older adults, and 	<p>Chapter 16 Chapter 17 Chapter 18 Chapter 19 Chapter 20 Chapter 21</p>	<p>Research Paper June 30th</p>	<p>2F-3e 2f-3f 2f-7i</p>

	<p>families differently.</p> <ul style="list-style-type: none"> ○ Understanding codependency, enabling behaviors, and the hidden faces of substance use disorders within families and communities. ○ Discussing co-occurring disorders, gender differences in substance use, and the effects of chemicals on neonates. 	<p>Chapter 22 Chapter 23 Chapter 24 Chapter 25</p>		<p>2F-1b 2F-5g</p> <p>2F-1G 2F-1i 2f-5j</p>

