TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Heather Dahl, Valerie Gifford</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vmgifford@alaska.edu">vmgifford@alaska.edu</a></td>
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<tr>
<th>College/School</th>
<th>School of Education</th>
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<tbody>
<tr>
<td>Phone</td>
<td>907-474-7631 (Gifford)</td>
</tr>
<tr>
<td>Faculty Contact</td>
<td>Valerie Gifford</td>
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1. ACTION DESIRED
(CHECK ONE):

<table>
<thead>
<tr>
<th>Trial Course</th>
<th>New Course</th>
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2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>COUN</th>
<th>Course #</th>
<th>F651</th>
<th>No. of Credits</th>
</tr>
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<td>3</td>
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Justify upper/lower division status & number of credits:
Graduate level content, reading, assignments

3. PROPOSED COURSE TITLE:

Counseling for Addictions

4. To be CROSS LISTED?

YES/NO

If yes, Dept: [ ]
Course # [ ]

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?*

YES/NO

If yes, Dept: [ ]
Course # [ ]

How will the two course levels differ from each other? How will each be taught at the appropriate level:

* Use only one Format 1 form for the stacked course (not one for each level of the course) and attach syllabi. Stacked course applications are reviewed by the [Undergraduate] Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online—see URL at top of this page.

6. FREQUENCY OF OFFERING:

Every Spring
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(Effective AY2015-16 if approved by 3/9/2015; otherwise AY2016-17)

Spring 2018

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT:</th>
<th>(check all that apply)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>X</th>
</tr>
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<tr>
<td></td>
<td>6 weeks to full semester</td>
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

<table>
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<tr>
<th>LECTURE hours/weeks</th>
<th>LAB hours/week</th>
<th>PRACTICUM hours/week</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
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</table>

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 9400-4800 minutes of practicum=1 credit. 9400-8000 minutes of internships=1 credit. This must match with the syllabus. See http://www.ua-faculty-senate-curriculum/course-degree-procedures-guidelines-for-computing/ for more information on number of credits.

OTHER HOURS (specify type)
FISH F487 W, O  Fisheries Management
3 Credits  Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F151X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F915X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

COUN F651 Counseling for Addictions
3 Credits Offered Spring
An in depth analysis of the theoretical models explaining addiction, guiding treatment, and supporting recovery. The physiological, psychological, and behavioral influences of various substances and addictions, and their associated classifications, are addressed. Particular attention is given to the most common substances of use in Alaska as well as rural communities in circumpolar north and the United States.
Prerequisites: COUN F650; admittance to Counseling program or School Counseling Certification program; or permission of instructor.
Lecture + Lab + Other: 3 + 0 + 0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?  YES: NO: X
IF YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.
YES: NO: X

12. COURSE REPEATABILITY:
Is this course repeatable for credit? YES: NO: X
Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.
LETTER: X  PASS/FAIL: 

14. PREREQUISITES
Admission to the Master of Education in Counseling Program or School Counselor Certification program, COUN F650.
These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS
None

16. PROPOSED COURSE FEES
None
Has a memo been submitted through your dean to the Provost for fee approval? Yes/No
17. PREVIOUS HISTORY
Has the course been offered as special topics or trial course previously?  NO
If yes, give semester, year, course #, etc.: 

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

COUN F651 will become a required course in the Master of Education in Counseling, Clinical Mental Health Counseling concentration. It will need to be offered at least once each year. The course will go on an existing faculty member's workload or be taught by an adjunct instructor.

The course is designed to be taught online, however can be adapted to be a face to face or video class which would require a video conference capable room.

As a required class, it should fill each time it is offered.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (hjensen@alaska.edu, 474-6895) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
No X Yes Books and articles identified in the syllabus are accessible.

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)
The impact of adding COUN 651 is to the counseling program only – securing an instructor, course preparation, and student data collection.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive impacts:
Adding COUN 651, Counseling for Addictions bring the counseling program in compliance with the requirements for the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

The course content is pertinent and necessary for counselors in the State of Alaska. Students from other programs and professionals throughout the state may request to take the course with permissions because of this.
This course prepares students for future work in the substance abuse and mental health settings across the state. For those students pursuing substance abuse counseling certification, they will be provided with the necessary foundation to seek out additional learning opportunities to acquire such credentialing.

Negative impacts: none

JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The UAF Counseling program has applied for accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires an addictions class to be part of the curriculum for students in the Clinical Mental Health Counseling concentration of the degree.

The addition of COUN F651 Counseling for Addictions enhances the program, providing students with education and training needed to work with clients. This course addresses the complexities faced by clients struggling with an addiction, which typically accompany other mental health concerns. In most behavioral healthcare settings across Alaska, counselors need to be able to integrate the provision of Substance Abuse services with Mental Health services due to the high rates of substance use, abuse, and dependency in our state. Although this course is not required for our School Counseling Track students, it provides them with a pertinent elective for the field of school counseling given that school counselors have significant
Contact with elementary, middle school, and high school student struggling with addictions. It is vital the early detection of an addiction occurs in order to lessen the long term ramifications on an individual's life. Therefore, this course serves both Clinical Mental Health and School Track students well; it will enhance their preparation to address one of the most significant health concerns facing residents of our state.

**APPROVALS:** Add additional signature lines as needed.

<table>
<thead>
<tr>
<th>Signature, Chair, School of Education Graduate Program</th>
<th>Cindy Fabbri</th>
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<tr>
<td>Date</td>
<td>September 26, 2016</td>
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<tr>
<th>Signature, Chair, School of Education Curriculum Council</th>
<th>Gary Jacobsen</th>
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<tr>
<td>Date</td>
<td>September 28, 2016</td>
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<tr>
<th>Signature, Dean, School of Education</th>
<th>Stephen Atwater</th>
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<tr>
<td>Date</td>
<td>September 28, 2016</td>
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Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of
the items listed below are included. If items are missing or unclear, the proposed course
(or changes to it) may be denied.

SYLLABUS CHECKLIST for ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although
modifications may be made throughout the semester, this document will contain the
following information (as applicable to the discipline):

1. Course information:
   - ☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time
     (make sure that contact hours are in line with credits).
   - ☐ Instructor (and if applicable, Teaching Assistant) information:
     - ☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

2. Course readings/materials:
   - ☐ Course textbook title, ☐ author, ☐ edition/publisher.
   - ☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
     ☐ any supplies required.

3. Course description:
   - ☐ Content of the course and how it fits into the broader curriculum;
   - ☐ Expected proficiencies required to undertake the course, if applicable.
   - ☐ Inclusion of catalog description is strongly recommended, and
   - ☐ Description in syllabus must be consistent with catalog course description.

4. Course Goals (general), and (see #6)

5. Student Learning Outcomes (more specific)

6. Instructional methods:
   - ☐ Describe the teaching techniques (e.g: lecture, case study, small group discussion,
     private instruction, studio instruction, values clarification, games, journal writing,
     use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - ☐ A schedule of class topics and assignments must be included. Be specific so that
     it is clear that the instructor has thought this through and will not be making it up on
     the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes
     its content). You may call the outline Tentative or Work in Progress to allow for
     modifications during the semester.

8. Course policies:
   - ☐ Specify course rules, including your policies on attendance, tardiness, class
     participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - ☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their
     relative value, and ☐ how they will be tabulated into grades (on a curve, absolute
     scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as
     applicable to this course. (Not required in the syllabus, but is a convenient way to
     publicize this.) Link to PDF summary of grading policy for "C":

10. Support Services:
    - ☐ Describe the student support services such as tutoring (local and/or regional)
      appropriate for the course.

11. Disabilities Services: Note that the phone# and location have been updated.
    http://www.uaf.edu/disability/faculty/ The Office of Disability Services implements the
    Americans with Disabilities Act (ADA), and ensures that UAF students have equal access
    to the campus and course materials.
    - ☐ State that you will work with the Office of Disabilities Services (208 WHITAKER
      BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See: http://uaf.edu/oee/aa-co/

08/24/2016
Course Description: This course provides an in-depth analysis of the theoretical models explaining addiction, guiding treatment, and supporting recovery. The physiological, psychological, and behavioral influences of various substances and addictions, and their associated classifications, are addressed. Particular attention is given to the most common substances of use in Alaska as well as rural communities in circumpolar north and the United States. Addiction is examined as a response to colonialism and historical trauma in Indigenous communities. Differential diagnoses, comorbidity, and dual diagnoses associated with substance use disorders and addictions are examined, and the necessary diagnostic skills are practically applied to case examples. A multicultural approach is utilized to analyze counseling research and practices in the field of addictions and substance use. The associated legal and ethics consideration are addressed.

Catalog Description: An in-depth analysis of the theoretical models explaining addiction, guiding treatment, and supporting recovery. The physiological, psychological, and behavioral influences of various substances and addictions, and their associated classifications, are addressed. Particular attention is given to the most common substances of use in Alaska and rural communities in circumpolar north and the United States.

Course Prerequisites: You must have prior admittance to the Counseling program or School Counseling Certification program, and completed COUN 650.

Course Objectives: Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following learning outcomes and 2016 CACREP Standards:

1. Theories and etiology of addictions and addictive behaviors (f.3.d)
2. Methods of effectively preparing for and conducting initial assessment meetings (f.7.b)
3. Theories and models related to clinical mental health counseling (CMHC c.1.b) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC c.1.c)
4. Cultural factors relevant to clinical mental health counseling (CMHC c.2.f) techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC c.3.b)
5. Impact of biological and neurological mechanisms on mental health (CMHC c.2.g)
6. A systems approach to conceptualizing clients (f.5.b)
7. Developmentally relevant counseling treatment or prevention plans (f.5.h)
8. Evidence-based counseling strategies and techniques for prevention and intervention (f.5.j)
9. Identification of evidence-based counseling practices (f.8.b)
10. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC c.1.d)
11. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC c.2.b)
12. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and after care, and the mental health counseling services networks (CMHC c.2.c)
13. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CMHC c.2.d)
14. Potential for substance use disorder to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC c.2.e)
15. Developmentally relevant counseling treatment or intervention plans (f.5.h)
16. Use of assessments for diagnostic and intervention planning purposes (f.
17. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC c.2.g)
18. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (f.5.m)

Learning Outcomes: Throughout the course, students will develop the knowledge, skills and abilities to:
1. Identify and describe the different models explaining addiction, treatment, and recovery.
2. Complete a comprehensive assessment for a client struggling with addiction.
3. Provided a thorough differential diagnosis addressing comorbidity using the DSM-V criteria and appropriate assessments.
4. Conceptualize a client struggling with addiction in a manner that addresses diversity, developmental stage, trauma history, and associated diagnoses.
5. Develop a tailor-made treatment and aftercare plan for a client based on a thorough case conceptualization.

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:
Required Readings:


Potential in the ASAM Patient Placement Criteria. *Journal Of Addictive Diseases, 2295-111. doi:10.1300/J069v22S01_07*


Woolhouse, S., Cooper, E., & Pickard, A. (2013). ‘It gives me a sense of belonging’: Providing integrated health care and treatment to people with HCV engaged in a psycho-educational...


(All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

**Course Instructional Methods:** The following methods will be used throughout the course: guided instruction, video, recorded demonstration, discussion boards, blogging, small group projects, student presentations, and structured group exercises.

**Course Evaluation:** Students will be evaluated on the following (list of assignments and grading criteria):

1. **Weekly Reading Quizzes.** Each week, you will be asked to complete a quiz based on the current week’s readings. Quizzes will be multiple choice and/or short answer questions directly pull material from the various readings. There will be a total of 14 quizzes throughout the semester.

2. **Abstinence or Acquisition Assignment.** You will be asked to choose one of the following two options for your assignment in the second week of the semester:
   - Abstain from a mood altering chemical/substance/food/activity for 30 days. The substance (e.g. alcohol, nicotine, caffeine, sugar) or activity (e.g. gambling, spending money, watching television, spending time on the computer, swearing) will be of your choosing.
   - Choose a behavior or habit (e.g. meditation, exercising, healthy food choices, implementation of a self-care protocol) that you wish to acquire for 30 days. Work to develop the habit and/or acquire the behavior. Use the same reporting and journaling process as if you had chosen abstinence.

This project will assist in your understanding of the challenges that chemically dependent people face in treatment and recovery. You must choose something that will be a true challenge for you and that will be difficult to maintain.

   a. You are to inform your instructor at the outset what substance you will be abstaining or changing. You will to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse that will be **three (3) pages in length, APA style (6th ed.)** due no later than __________. Written in first person.
   
   b. You will keep a journal describing and reflecting upon your abstinence, with at least 3 entries per week describing your experiences, thoughts, feelings, successes and struggles. **Each day’s entry should be one (1) page, making it a three page (3) per week minimum in APA style (6th ed.), due Sunday 11:59pm Alaska time each week.** Written in first person.
   
   c. At the conclusion of the assignment, you will write a **three (3) page conclusion in APA style (6th ed.)** about how this experience will assist you in understanding or working with this population. Written in first person.
3. **Case Study Group Project.** You will be asked to complete two case studies that address assessment, comorbidity, differential diagnosis, treatment planning, and aftercare planning in an assigned group (must be written in third person). For each case study, you will be asked to complete the following:
   a. **Group Case Study:** Present your group’s diagnosis on blackboard via a blog, showing your process in differentiating the diagnosis, addressing comorbidity, and deciding on the final diagnosis. Finally, your group needs to write a treatment and aftercare plan that is tailored to your particular client. (Approximately 1750-2000 words).
   b. **Response to Group Case Study Conceptualization:** After your diagnosis is posted, other students will be asked to critically analyze the conceptualization (assessment and diagnosis), treatment plan, and aftercare plan. Each student must bring up two points on across two different days that are different than other student responses. Must be a minimum of 200 words.
   c. **Response from Original Group:** Once feedback is received, the original authors must provide a thoughtful integration of peer feedback, illustrating changes in your conceptualization, treatment, and aftercare plan as a group. In addition, provide support as to the reasons why student feedback was not integrated into your changes. Must be a minimum of 500 words.

4. **Summary Papers.** You will be asked to write a five (5) page summary in APA style (6th ed.) on each of the following topics throughout the course:
   a. **Summary Paper 1:** Theories of addiction
   b. **Summary Paper 2:** Analyze integration models of mental health and addictions services to address comorbidity
   c. **Summary Paper 3:** Models of addiction treatment with an integration of theoretical orientations
   d. **Summary Paper 4:** Theories of recovery with an integration of theoretical orientations

Each summary should thoroughly review relevant literature on the subject, and provide at least four (4) outside references. Must be written in third person.

5. **Final Paper.** You will be assigned two (2) episodes of the A&E Intervention series. You will be asked to provide a conceptualization for each character struggling with addiction. This conceptualization must evidence a theory that explains the character’s addiction and also integrate a theoretical orientation. For each character, a full DSM-V diagnosis will be provided that shows evidence of a comprehensive assessment and differential diagnosis while providing evidence of considering trauma, dual diagnosis and comorbidity. Then, you will provide a treatment plan that describes the model of treatment to be utilized with a theoretical orientation integrated into the plan. The character’s desired outcome will be noted and treatment goals and objectives will be fleshed out. A process for measuring the character’s progress on goal will be discussed. You will describe a model of recovery that would be used to support the character following treatment (aftercare planning). Finally, you will provide a rationale for the similarities and differences in theories of addiction, theoretical orientations, and model for treatment and recovery between the two characters. This paper will be **15-18 pages in length**, APA (6th ed.) style and written in third person.

6. **Final Paper Critique/Response.**
   a. **Response to Conceptualization:** After your diagnosis is posted, other students will be asked to critically analyze the conceptualization (assessment and diagnosis), treatment plan, and aftercare plan. Each student must bring up two points on
across two different days that are different than other student responses. Must be a minimum of 200 words.

b. **Response from author:** Once feedback is received, the original author must provide a thoughtful integration of peer feedback, illustrating changes in your conceptualization, treatment, and aftercare plan. In addition, provide support as to the reasons why student feedback was not integrated into your changes. Must be a minimum of 500 words.

**Grading:** Your course grade will be determined by the following point system

<table>
<thead>
<tr>
<th>Your course grade will be determined by the following point system:</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Quizzes (14 at 5 pts.)</td>
<td>70 points</td>
</tr>
<tr>
<td>Abstinence or Acquisition Assignment</td>
<td>70 points</td>
</tr>
<tr>
<td>Case Study Group Project (2 at 30 pts.)</td>
<td>60 points</td>
</tr>
<tr>
<td>Case Study Student Responses (2 at 7.5 pts.)</td>
<td>15 points</td>
</tr>
<tr>
<td>Case Study Group Response (2 at 7.5 pts.)</td>
<td>15 points</td>
</tr>
<tr>
<td>Summary Papers (5 at 20 each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>135 points</td>
</tr>
<tr>
<td>Final Paper Student Response</td>
<td>10 Points</td>
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<tr>
<td>Final Paper Author Response</td>
<td>25 Points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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<tr>
<td>Less than 300 points</td>
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**Disability Services:** Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of $12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

**Plagiarism:** Plagiarism is representing someone else’s ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access
confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.
### Class Schedule, Required Readings, Assignment Due Dates

*Additional work may be assigned to meet course requirements.*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Content</th>
<th>Textbook Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Mack et al. (2013) Ch. 1, Ch. 2</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Theories of Addictions</td>
<td>Substance Abuse and Mental Health Services Administration. (2013) Ch. 1, 2, 3</td>
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<td></td>
<td>Ethical Considerations in Addictions Substance Use Myths and pathologizing groups</td>
<td>DSM-5 (2013) Substance Related and Addictive Disorders</td>
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<tr>
<td>2</td>
<td>Classification of Substances Depressants (alcohol) Stimulants Associated Screening Tools (AUDIT, AUDIT-C, CAGE-AID, TWEAK, T-ACE, 5Ps; Drinker Inventory of Consequences)</td>
<td>Mack et al. (2013) Ch. 5, 6, 10, 11, 12, 13</td>
<td>Quiz 2 Abstinence or Acquisition Assignment plan due</td>
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<td></td>
<td>Hallucinogens Opioids Associated Screening Tools (DAST-20, DAST-10)</td>
<td>DSM-5 (2013) Substance Related and Addictive Disorders</td>
<td>Quiz 3 Abstinence or Acquisition Journal #1 due Summary Paper 1 Due</td>
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<td>3</td>
<td>Classification of Substances Inhalants Cannabis Prescription Drugs Associated Screening/Assessment Tools (Addiction Severity Index, ASI-F)</td>
<td>Mack et al. (2013) Ch. 7, 10, 11, 13</td>
<td>Quiz 4 Abstinence or Acquisition Journal #2 due</td>
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<td></td>
<td>Classification of Substances Gambling, Internet Gaming</td>
<td>DSM-5 (2013) Substance Related and Addictive Disorders</td>
<td>Quiz 5 Abstinence or Acquisition Journal #3 due</td>
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<td>4</td>
<td>Classification of Substances Gambling, Internet Gaming</td>
<td>DSM-5 (2013) Substance Related and Addictive Disorders</td>
<td>Quiz 6 Abstinence or Acquisition conclusion paper due Group Case Study 1 Due</td>
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<td>5</td>
<td>Classification of Substances Gambling, Internet Gaming</td>
<td>Mack et al. (2013) Ch. 4, 8</td>
<td>Quiz 7 Group Case Study Student Responses Due</td>
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<td>6</td>
<td>Classification of Substances Gambling, Internet Gaming</td>
<td>Substance Abuse and Mental Health Services Administration. (2013) Ch. 4, 8</td>
<td>Quiz 8 Summary Paper 2 Group Case Study 2 Group Response Due</td>
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<td>7</td>
<td>Comprehensive Assessment and Differential Diagnoses Gambling, Internet Gaming</td>
<td>Mack et al. (2013) Ch. 6</td>
<td>Quiz 9 Summary Paper 3 Group Case Study 2 Due</td>
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<td></td>
<td>Comorbidity, Trauma, and Suicide Associated Screening/Assessment Tools (Life Events Checklist; PTSD Screening; Columbia-Suicide Severity Rating Scale; SAFE-T; Mood Disorder Questionnaire; GAD-7; Texas Christian University Brief Intake, Comprehensive Intake, and Intake for Women and Children)</td>
<td>Mack et al. (2013) V. Treatment for Addictions</td>
<td>Quiz 10 Group Case Study 2 Student Responses Due</td>
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<tr>
<td>8</td>
<td>Theories of Treatment Medical Model Harm Reduction</td>
<td>Substance Abuse and Mental Health Services Administration. (2013) Ch. 9, Appendix D, E</td>
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<tr>
<td>9</td>
<td>Treatment Planning/Intervention Applying treatment intervention based on diagnosis and special population</td>
<td>Mack et al. (2013) 17, 18</td>
<td></td>
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<td></td>
<td>Treatment Planning/Intervention Applying treatment intervention based on diagnosis and special population</td>
<td>Substance Abuse and Mental Health Services Administration. (2013) Ch. 9, Appendix D, E</td>
<td>Quiz 10 Group Case Study 2 Student Responses Due</td>
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<tr>
<td>10</td>
<td>Treatment Planning/Intervention Applying treatment intervention based on diagnosis and special population</td>
<td>Mack et al. (2013) 20, 21</td>
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</table>
|   | Theories of Recovery | Assigned Readings | Quiz 11  
|---|----------------------|-------------------|----------
| 11|                      |                   | Group Case Study Group Response 2 Due |
| 12| Aftercare Plan       | Assigned Readings | Quiz 12  
|   |                      |                   | Final Paper Due |
| 13| Addictions Research and Promising Practices | Assigned Readings | Quiz 13  
|   |                      |                   | Summary Paper 4 Due Final Paper Student Responses Due |
| 14| Addictions Research and Promising Practices | Assigned Readings | Quiz 14  
| 15|                      |                   | Final Paper Author Responses Due |
## Papers and Critiques Rubric

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td><strong>Clarity</strong></td>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>The paper has many grammatical errors. The errors interfere with comprehension.</td>
<td>The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.</td>
<td>The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The paper has no major grammatical errors.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.</td>
<td>Many parts of the paper include colloquial expressions, the use of first person, etc.</td>
<td>The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.</td>
<td>The paper is written for scholar/practitioners.</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The paper does not address all the areas required by the assignment.</td>
<td>The paper addresses most of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td><strong>Conciseness</strong></td>
<td>The paper presents a significant amount of irrelevant information.</td>
<td>The paper contains some irrelevant information.</td>
<td>The paper contains irrelevant information but the information does not significantly compromise the paper.</td>
<td>The paper has no irrelevant information.</td>
</tr>
<tr>
<td><strong>APA Formatting</strong></td>
<td>The paper has many departures from the APA Publication Manual, 6th Edition.</td>
<td>The paper has some departures from the APA Publication Manual.</td>
<td>The paper has a small number of departures from the APA Publication Manual.</td>
<td>The paper is written in accordance with the APA Publication Manual.</td>
</tr>
</tbody>
</table>