CNL-501 | Substance Use Disorders and Addictions

Syllabus

COURSE DESCRIPTION

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, biological, social, and psychological dynamics of substance use disorders, and the professional's role in prevention, intervention, and aftercare, including recovery and relapse prevention. This course explores theories and models of treatment of addiction disorders to include understanding different types of addiction disorders, effective skills, drug classification, and assessment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Review the "ACA Code of Ethics," on the American Counseling Association website.

https://www.counseling.org/knowledge-center/ethics#2014code (https://www.counseling.org/knowledge-center/ethics#2014code)

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: *DSM*

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)
APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-501 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

https://gce2.sharepoint.com/:w:/r/sites/cdd/chss/Shared%20Documents1/Counseling%20Guidelines%20and%20Materials/CMHC%20e-Portfolio%20Requirements.docx?d=w4f4a54eefa3846888985f338329a5cd9&csf=1&web=1&e=kHvqIp (https://gce2.sharepoint.com/:w:/r/sites/cdd/chss/Shared%20Documents1/Counseling%20Guidelines%20and%20Materials/CMHC%20e-Portfolio%20Requirements.docx?d=w4f4a54eefa3846888985f338329a5cd9&csf=1&web=1&e=kHvqIp)

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU’s programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

Foundations of Addictions Counseling

Capuzzi, D., & Stauffer, M. (Ed.). (2019). *Foundations of addictions counseling* (4th ed.). Pearson ISBN-13: 9780135166932

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU General Research Lib Guide

Review the GCU General Research Lib Guide and read "Defining Scholarly Resources," located under the *Find Journal Articles* tab. You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources
(http://libguides.gcu.edu/EvaluatingSources)

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials
(https://libguides.gcu.edu/writing/WritingTutorials)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf)

Introduction to the DSM

Review "Introduction to the *DSM*" located on the Student Success Center's CHSS site under the Additional Resources tab.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325)

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

NAADAC/ NCC AP Code of Ethics

Review the "NAADAC/ NCC AP Code of Ethics," on the NAACAC website.

https://www.naadac.org/code-of-ethics (https://www.naadac.org/code-of-ethics)

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies section of GCU.edu under Helpful Academic Links on the right side of the page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your GCU email address.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

INSTRUCTOR ONLY MATERIALS

CNL-501 Course Guide

CNL-501 Course Revision History

CNL-501 Discussion Questions

CNL-501 Suggested CATs for Instructors

CNL-501 Treatment and Addiction Quiz

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: History and Etiology of Substance and Process Addiction

Objectives:

1.1: Examine the differences between psychological and biological models of addiction. [CACREP 5.C.1.d]

1.2: Differentiate between process addictions and substance use disorders.

1.3: Examine the history, theories, and etiology of addiction treatment and associated behaviors. [CACREP 2.F.1.a, 2.F.3.d]

1.4: Examine the neurobiological, medical, and psychological foundation and etiology of addiction. [CACREP 5.C.1.d, 5.C.2.e]

Topic Materials

Textbooks

Electronic Resources

Addiction Neuroscience

Watch "Addiction Neuroscience," from *Films on Demand* (2018).

https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=169131&loid=543529 (https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=169131&loid=543529)

Drug Guide

Explore the "Drug Guide," on the Partnership to End Addiction website.

http://www.drugfree.org/drug-guide/ (http://www.drugfree.org/drug-guide/)

Foundations of Addiction Counseling

Read Chapters 1, 2, and 3 in *Foundations of Addiction Counseling.*

Interpretive Phenomenological Analysis of the Spiritual Characteristics of Recovery Experiences in the Context of the Brain Disease Model of Addiction

Read "Interpretive Phenomenological Analysis of the Spiritual Characteristics of Recovery Experiences in the Context of the Brain Disease Model of Addiction," by Given, in *Pastoral Psychology* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiFZK180820001658&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiFZK180820001658&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Adolescent Brain

For additional information, the following is recommended:

Explore the resources from *National Institute on Drug Abuse*.

https://nida.nih.gov/drug-topics/adolescent-brain (https://nida.nih.gov/drug-topics/adolescent-brain)

Optional - The Addictive Personality

For additional information, the following is recommended:

"The Addictive Personality," from *Films on Demand* (2007).

https://lopes.idm.oclc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=39417 (https://lopes.idm.oclc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=39417)

Professor Overview: Introduction and History and Etiology of Substance and Process Addiction

Watch the "Introduction" and “History and Etiology of Substance and Process Addiction" videos, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-

element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Substance Abuse and Mental Health Services Administration

Explore the Substance Abuse and Mental Health Services Administration (SAMHSA) website.

http://www.samhsa.gov/ (http://www.samhsa.gov/)

The Experience of Addiction as Told by the Addicted: Incorporating Biological Understandings into Self-Story

Read "The Experience of Addiction as Told by the Addicted: Incorporating Biological Understandings Into Self-Story," by Hammer, Dingel, Ostergren, Nowakowski, & Koenig, from *Culture, Medicine, & Psychiatry* (2012).

https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/1151420026?accountid=7374 (https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/1151420026?accountid=7374)

The Human Brain: Major Structures and Functions

Watch "The Human Brain: Major Structures and Functions," from *National Institute on Drug Abuse website* (2016).

https://www.drugabuse.gov/videos/human-brain-major-structures-functions (https://www.drugabuse.gov/videos/human-brain-major-structures-functions)

Treatment for Behavioral Addictions

Read "Treatment for Behavioral Addictions," by Driscoll, from *Salem Press Encyclopedia of Health* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=94415575&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=94415575&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Preparation for Topic 7 and Topic 8 Assignments

Please begin preparing for the Topic 7 "Addiction Case Study" presentation and Topic 8 "Recovery Management Plan" assignment. These assignments include a significant amount of content from throughout the course. Adding relevant

content each week to your final Topic 7 and Topic 8 assignments, as you are learning the content, will help you be more prepared to submit the final assignment.

Discussion Questions:

Topic 1 DQ 2 (Obj. 1.2 and 1.4)

Review the topic resources related to substance use disorders and process addictions. How do process addictions differ from substance use disorders? What are three ways in which the treatment approach will vary from process addiction to substance use disorders? How will age and/or developmental stage influence the treatment approach?

This discussion question is informed by the following CACREP Standards:

2.F.3.d. Theories and etiology of addictions and addictive behaviors.

5.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

5.C.2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

Topic 1 DQ 1 (Obj. 1.1 and 1.3)

For this topic, you studied various theories of addiction and learned about the human body's reaction to substances. With all the scientific knowledge we now have about addiction, why is there more than one etiology of addiction? Specifically, why is a biological and psychological foundation important to understand? What role does spirituality play in assessment and treatment of addiction disorders?

This discussion question is informed by the following CACREP Standards:

2.F.1.a. History and philosophy of the counseling profession and its specialty areas.

5.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Professional Issues, Assessment, and Diagnosis of Addictions

Objectives:

2.1: Analyze considerations in the screening, assessment, and diagnosis process according to the latest version of the DSM. [CACREP 5.C.2.d]

2.2: Explain the purpose for assessments that are specific to substance use disorder treatments.

2.3: Examine professional issues related to federal and state laws and agency regulations regarding the treatment of substance use disorders.

2.4: Explain how a substance use disorder could mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. [CACREP 5.C.2.e]

2.5: Discuss professional counseling credentialing including state licensing and certification requirements. [CACREP 2.F.1.i]

Topic Materials

Textbooks

Electronic Resources

"Something Drew Me in": The Professional and Personal Impact of Working With Spirituality in Addiction Recovery

Read "'Something Drew Me in': The Professional and Personal Impact of Working With Spirituality in Addiction Recovery," by Cleary and Donohue, in *Religions* (2018).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/something-drew-me-professional-personal-impact/docview/2026477737/se-2 (https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/something-drew-me-professional-personal-impact/docview/2026477737/se-2)

Adolescent Brief Intervention: "Jacob"

Watch "Adolescent Brief Intervention: 'Jacob,'" from YouTube.

https://www.youtube.com/watch?v=GvaOXREccHI (https://www.youtube.com/watch?v=GvaOXREccHI)

Alcohol Screening and Brief Intervention for Youth: A Practitioner's Guide

Read "Introduction" and "Alcohol Screening and Brief Intervention for Youth Ages 9–18: Four Steps at a Glance" in "Alcohol Screening and Brief Intervention for Youth: A Practitioner's Guide," from National Institute on Alcohol Abuse and Alcoholism (2015).

https://www.niaaa.nih.gov/sites/default/files/publications/YouthGuide.pdf (https://www.niaaa.nih.gov/sites/default/files/publications/YouthGuide.pdf)

American Society of Addiction Medicine

Explore the American Society of Addiction Medicine website.

http://www.asam.org/ (http://www.asam.org/)

Appendix B: Box 10 - The Alcohol Use Disorders Identification Test: Self-Report Version

Review " Appendix B: Box 10 - The Alcohol Use Disorders Identification Test: Self-Report Version," in the download of "The Alcohol Use Disorders Identification Test: Guidelines for Use in Primary Care, from World Health Organization (2001).
Scoring:

- 0 to 7 indicates low risk
- 8 to 15 indicates increasing risk
- 16 to 19 indicates higher risk
- 20 or more indicates possible dependence

https://www.who.int/publications/i/item/audit-the-alcohol-use-disorders-identification-test-guidelines-for-use-in-primary-health-care (https://www.who.int/publications/i/item/audit-the-alcohol-use-disorders-identification-test-guidelines-for-use-in-primary-health-care)

AUDIT

Review "AUDIT," from DrugAbuse.gov.

https://www.drugabuse.gov/sites/default/files/audit.pdf (https://www.drugabuse.gov/sites/default/files/audit.pdf)

Foundations of Addictions Counseling

Read Chapters 4, 5, and 6 in *Foundations of Addiction Counseling.*

Instrument: Drug Abuse Screening Test (DAST-10)

Read "Instrument: Drug Abuse Screening Test (DAST-10)," from Drugabuse.gov

https://cde.drugabuse.gov/instrument/e9053390-ee9c-9140-e040-bb89ad433d69 (https://cde.drugabuse.gov/instrument/e9053390-ee9c-9140-e040-bb89ad433d69)

Mixing Alcohol With Medicines

Read "Mixing Alcohol With Medicines," from *the National Institute on Alcohol Abuse and Alcoholism* (2014).

https://pubs.niaaa.nih.gov/publications/Medicine/medicine.htm (https://pubs.niaaa.nih.gov/publications/Medicine/medicine.htm)

Motivational Interviewing - Good Example - Alan Lyme

Watch "Motivational Interviewing - Good Example - Alan Lyme," by the *IRETAchannel* (2013).

https://youtu.be/67I6g1I7Zao (https://youtu.be/67I6g1I7Zao)

NAADAC: The Association for Addiction Professionals NCC AP: The National Certification Commission for Addiction Professionals Code of Ethics

Explore the various principles in the "NAADAC: The Association for Addiction Professionals NCC AP: The National Certification Commission for Addiction Professionals Code of Ethics," from the *NAADAC.org website* (2016).

https://www.naadac.org/assets/2416/naadac-nccap-code-of-ethics11-04-16.pdf (https://www.naadac.org/assets/2416/naadac-nccap-code-of-ethics11-04-16.pdf)

NCC AP Certifications

Review the different types of certifications listed under the "NCC AP Certifications" section of the *Association for Addiction Professionals* website.

https://www.naadac.org/types-eligibility (https://www.naadac.org/types-eligibility)

Optional - Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (TAP 21)

For additional information, the following is recommended:

"Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (TAP 21)," by the Substance Abuse and Mental Health Services Administration (SAMHSA) (2007).

https://www.samhsa.gov/resource/ebp/tap-21-addiction-counseling-competencies-knowledge-skills-attitudes-professional (https://www.samhsa.gov/resource/ebp/tap-21-addiction-counseling-competencies-knowledge-skills-attitudes-professional)

Optional - Substance Use Disorder Treatment for People With Co-Occurring Disorder (TIP 42)

For additional information, the following is recommended:

"Substance Use Disorder Treatment for People With Co-Occurring Disorder (TIP 42)," located on the SAMHSA website (2020).

https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004 (https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004)

Professor Overview: Professional Issues, Assessment, and Diagnosis of Addictions

Watch the "Professional Issues, Assessment, and Diagnosis of Addictions" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

SBIRT Patient Testimonial Video

Watch "SBIRT Patient Testimonial Video," from YouTube.

https://www.youtube.com/watch?v=RWbesR8-yis (https://www.youtube.com/watch?v=RWbesR8-yis)

Substance Abuse and Mental Health Services Administration

Read the "Applying the Substance Abuse Confidentiality Regulations" section of the Substance Abuse and Mental Health Services Administration (SAMHSA) website (2016).

https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs (https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs)

Timing of Alcohol and Other Drug Use

Read "Timing of Alcohol and Other Drug Use," Martin, from *The Journal of the National Institute on Alcohol Abuse and Alcoholism* (2008).

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3860457/ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3860457/)

Title 42 / Chapter I / Subchapter A / Part 2 - Confidentiality of Substance Use Disorder Patient Records

Explore the various sections of the "Title 42 / Chapter I / Subchapter A / Part 2 - Confidentiality of Substance Use Disorder Patient Records" in the Code of Federal Regulations National Archives (2021).

https://www.ecfr.gov/current/title-42/chapter-I/subchapter-A/part-2 (https://www.ecfr.gov/current/title-42/chapter-I/subchapter-A/part-2)

Trauma-Informed Care in Behavioral Health Services (TIP 57)

Read the following in "Trauma-Informed Care in Behavioral Health Services (TIP 57)," located on the SAMHSA website (2014):

Part 1: Chapter 1

Part 1: Chapter 3, section on "Other Trauma-Related and Co-Occurring Disorders"

Part 2: Chapter 2, sections on

- Trauma-Informed Counselor Competencies
- Counselor Responsibilities and Ethics
- Clinical Supervision and Consultation
- Secondary Traumatization
- Counselor Self-Care

https://store.samhsa.gov/system/files/sma14-4816.pdf (https://store.samhsa.gov/system/files/sma14-4816.pdf)

Assignments:

Assessment and Diagnosis (Obj. 2.1 and 2.2)

Write a 1,000-1,250-word paper that addresses the following:

- Definition and description of screening, assessment, and treatment planning
- Process for identifying, assessing, and diagnosing clients for addictive disorders
- Considerations that must be made for choosing an appropriate assessment tool
- Overview of the substance use disorder criteria according to the current version of the *DSM*, including specifiers and a brief description of how these criteria are used to diagnose
- Analysis of the potential problems that can arise when a counselor relies solely on the diagnostic criteria listed in the *DSM* for treatment planning

- At least two examples of commonly used substance use disorder assessment tools in addition to the current version of the *DS*M. Include an analysis of the benefits and limitations of these tools

Include a minimum of four peer-reviewed scholarly sources in addition to the textbook and current version of the *DSM*.

This assignment will help inform the diagnosis element of the Topic 7 assignment.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. Review APA guidelines regarding adding level headings to your paper.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.8.c. Needs assessments.

5.C.2.d. 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).

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.4)

Explain the importance of a substance use disorder counselor understanding tolerance, synergistic effects, and withdrawal. What potential issues could arise if the counselor did not have this knowledge? Provide at least one example in your response. Additionally, discuss how a substance use disorder could mimic and/or co-occur with a variety of neurological, medical, and psychological disorders as discussed in the Differential Diagnoses sections of the Substance Use Disorders chapter in the *DSM.*

This discussion question is informed by the following CACREP Standard:

5.C.2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

Topic 2 DQ 2 (Obj. 2.3 and 2.5; CD: K)

Professional addiction counseling requires specific competencies and ethical guidelines; however, many clinical mental health counselors may interact with clients who report use of substances and admit to symptoms of substance use disorders. Review NAADAC Code of Ethics, the federal law 42CFR Part 2, NAADAC certification requirements, SAMSHA addiction competencies and your particular state requirements for certified and/or licensed addiction professionals. Referring to this information, discuss any specific requirements for addiction counseling for your state and considerations for working with clients who have symptoms of a substance use disorder, while considering the Professional Identity disposition (GCU Counselor Dispositions). Discuss benefits and risks for clinical mental health counselors providing substance use disorder counseling without addiction counseling certification and/or license.

This discussion question is informed by the following CACREP Standard:

2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Treatment of Addictions

Objectives:

3.1: Examine the complexity of treating co-occurring disorders including complementary alternative treatment methods.

3.2: Analyze potential financial and budgeting challenges in the management of co-occurring programs.

3.3: Differentiate between evidence-based interventions in the treatment of substance use disorders. [CACREP 2.F.3.h, 2.F.8.b]

3.4: Identify different group formats that are used in the treatment and referral of process addictions and substance use disorders. [CACREP 2.F.3.h]

Topic Materials

Textbooks

Electronic Resources

Cognitive-Behavioral Therapy With a Client in Recovery (Session 1 of 5)

Watch "Cognitive-Behavioral Therapy With a Client in Recovery (Session 1 of 5)," from PsycTHERAPY.

https://lopes.idm.oclc.org/login?url=http://psyctherapy.apa.org/apa/view/777700180-001 (https://lopes.idm.oclc.org/login?url=http://psyctherapy.apa.org/apa/view/777700180-001)

Foundations of Addictions Counseling

Read Chapters 7, 8, 9, and 10 in *Foundations of Addiction Counseling.*

Motivational Interviewing in Brief Consultations: Role-Play Focusing on Engaging

Watch "Motivational Interviewing in Brief Consultations: Role-Play Focusing on Engaging," from BMJ Learning (2014).

https://www.youtube.com/watch?v=bTRRNWrwRCo&t=43s (https://www.youtube.com/watch?v=bTRRNWrwRCo&t=43s)

Motivational Interviewing: A Metamorphosis

Watch "Motivational Interviewing: A Metamorphosis," by Miller, from *MINT* (2018).

https://vimeo.com/316279712 (https://vimeo.com/316279712)

National Institute on Drug Abuse

Explore the National Institute on *DrugAbuse.gov* website.

https://www.drugabuse.gov/ (https://www.drugabuse.gov/)

Optional - Coding Instruments

For additional information, the following is recommended:

"Coding Instrument," located on the Center of Alcoholism Substance Abuse and Addictions website (2017). Download audio and listen to several sessions. Use transcript with coding information identify skills used in MI.

https://casaa.unm.edu/codinginst.html (https://casaa.unm.edu/codinginst.html)

Optional - Effectiveness of Seeking Safety for Co-Occurring Posttraumatic Stress Disorder and Substance Use

"Effectiveness of Seeking Safety for Co-Occurring Posttraumatic Stress Disorder and Substance Use," by Lenz, Henesy, & Callender, from *Journal of Counseling and Development* (2016).

https://www.treatment-innovations.org/uploads/2/5/5/5/25555853/2016_lenz_et_al_meta-analysis_of_ss.pdf (https://www.treatment-innovations.org/uploads/2/5/5/5/25555853/2016_lenz_et_al_meta-analysis_of_ss.pdf)

Optional - Enhancing Motivation for Change in Substance Use Disorder Treatment (TIP 35)

For additional information, the following is recommended:

"Enhancing Motivation for Change in Substance Use Disorder Treatment (TIP 35)," from Substance Abuse and Mental Health Services Administration (SAMHSA) website (2019).

https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf (https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf)

Optional - Mindfulness Training Targets Neurocognitive Mechanisms of Addiction at the Attention-Appraisal- Emotion Interface

For additional information, the following is recommended:

Read "Mindfulness Training Targets Neurocognitive Mechanisms of Addiction at the Attention-Appraisal- Emotion Interface," by Garland, Froeliger & Howard, from *Psychiatry* (2014).

https://www.frontiersin.org/articles/10.3389/fpsyt.2013.00173/full?utm_source=newsletter&utm_medium=web&utm_campaign=Psychiatry-w4-2014 (https://www.frontiersin.org/articles/10.3389/fpsyt.2013.00173/full?utm_source=newsletter&utm_medium=web&utm_campaign=Psychiatry-w4-2014)

Optional - Motivational Interviewing and Therapist Manuals

For additional information, the following is recommended:

Review the content listed under "Motivational Interviewing and Therapist Manuals," located on the *Center of Alcoholism Substance Abuse and Addictions* website (2017).

https://casaa.unm.edu/mimanuals.html (https://casaa.unm.edu/mimanuals.html)

Optional - Motivational Interviewing Preparing People for Change

For additional information, the following is recommended:

Chapter 15 in "Motivational Interviewing Preparing People for Change," by Miller & Rollnick (2002).

https://www.researchgate.net/profile/Mary_Velasquez/publication/231081405_Motivational_Interviewing_and_the_Stages_of_Change/links/0fcfd50b5f8c5af70e000000/Motivational-Interviewing-and-the-Stages-of-Change.pdf#page=222 (https://www.researchgate.net/profile/Mary_Velasquez/publication/231081405_Motivational_Interviewing_and_the_Stages_of_Change/links/0fcfd50b5f8c5af70e000000/Motivational-Interviewing-and-the-Stages-of-Change.pdf#page=222)

Professor Overview: Treatment of Addictions

Watch the "Treatment of Addictions" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Substance Abuse and Mental Health Services Administration

Explore the SAMHSA website.

http://www.samhsa.gov/ (http://www.samhsa.gov/)

Substance Abuse and Mental Health Services Administration

Explore the "Publications and Digital Products" available on the SAMHSA website.

https://store.samhsa.gov/treatment-prevention-recovery (https://store.samhsa.gov/treatment-prevention-recovery)

Substance Abuse Treatment for Persons with Co-Occurring Disorders: Treatment Improvement Protocol (TIP) Series, No. 42

Read Chapters 5 of "Substance Abuse Treatment for Persons With Co-Occurring Disorders: Treatment Improvement Protocol (TIP) Series, No. 42," located on the National Center for Biotechnology Information website.

http://www.ncbi.nlm.nih.gov/books/NBK64197/ (http://www.ncbi.nlm.nih.gov/books/NBK64197/)

The Efficacy of Spiritual/Religious Interventions for Substance Use Problems: A Systematic Review and Meta-Analysis of Randomized Controlled Trials

Read "The Efficacy of Spiritual/Religious Interventions for Substance Use Problems: A Systematic Review And Meta-Analysis of Randomized Controlled Trials," by Haia, Franklina, Park, DiNitto, and Aurelioa, in *Drug and Alcohol Dependence* (2019).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0376871619302996 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0376871619302996)

Assignments:

Benchmark - Treatment Interventions (Obj. 3.3)

Write a 1,000-1,250-word paper that gives a general overview of commonly used empirically researched substance use disorder treatment approaches. In addition, you are to select two common approaches and compare their similarities and differences.
Include the following in your assignment:

- Brief description of the use of empirically researched substance use disorder treatment interventions
- Brief description of two treatment interventions: one intervention that has a faith-based perspective, and one other treatment intervention (such as CBT, SF or experiential)
- Explanation of the differences of each treatment listed
- Analysis of which method you would personally prefer to use and why. Include a review of the benefits and risks of each method
- Explanation of the considerations for age, disabilities, developmental level, culture, and other significant factors

Include a minimum of four peer reviewed scholarly sources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

Benchmark Information

This benchmark assignment assesses the following programmatic competency and professional standards:

MS Clinical Mental Health Counseling

4.1: Assess valid and reliable research to answer questions for an identified problem, concern, or professional counseling intervention. [CACREP 2.F.8.b, 2.F.8.c, 2.F.8.d, 2.F.8.e, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i, 2.F.8.j] (MC2)

This assignment is informed by the following CACREP Standards:

2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions.

2.F.8.b. Identification of evidence-based counseling practices.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.2)

Why is it important to integrate coordinated treatments for co-occurring disorders? What are specific considerations for treating someone with a co-occurring substance use disorder and disorders related to trauma? Provide at least two examples of the potential financial challenges associated with managing the implementation of treatment.

Topic 3 DQ 2 (Obj. 3.1 and 3.4; CD: K)

Why is it important to develop an empathetic relationship with a client with a substance use disorder? How would you challenge behaviors and thoughts that are not recovery promoting and how would you provide information to them relating to substance use disorders and treatment options? How may personal religious beliefs or bias impact your ability to be empathetic with a client experiencing symptoms of substance use disorders, in reference to the Acceptance disposition (GCU Counselor Dispositions)?

This discussion question is informed by the following CACREP Standard:

2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Treatment, Support Groups, and Family in the Recovery Process

Objectives:

4.1: Analyze the importance of family social networks and community systems in the treatment and recovery process.

4.2: Analyze the difference between psychotherapy and community support groups.

Topic Materials

Textbooks

Electronic Resources

Addiction: The View from Rat Park (2010)

Review the "Addiction: The View from Rat Park (2010)" research by Alexander, from the *brucekalexander* website (2010).

https://www.brucekalexander.com/articles-speeches/rat-park/148-addiction-the-view-from-rat-park (https://www.brucekalexander.com/articles-speeches/rat-park/148-addiction-the-view-from-rat-park)

Belief, Behavior, and Belonging: How Faith Is Indispensable in Preventing and Recovering From Substance Abuse

Read "Belief, Behavior, and Belonging: How Faith Is Indispensable in Preventing and Recovering From Substance Abuse," by Grim and Grim, in *Journal of Religion & Health* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a2h&AN=138793264&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a2h&AN=138793264&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Developing the Spirituality In Recovery Framework: The Function Of Spirituality in 12-Step Substance Use Disorder Recovery

Read "Developing the Spirituality in Recovery Framework: The Function of Spirituality in 12-Step Substance Use Disorder Recovery," by Brown, McDaniel, Austin, and Ashford, in *Journal of Humanistic Psychology* (2019).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.1177/0022167819871742 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.1177/0022167819871742)

Foundations of Addictions Counseling

Read Chapters 12 and 14 in *Foundations of Addiction Counseling.*

Optional - A Collaborative Culturally-Centered and Community-Driven Faith-Based Opioid Recovery Initiative: The Imani Breakthrough Project

For additional information, the following is recommended:

"A Collaborative Culturally-Centered and Community-Driven Faith-Based Opioid Recovery Initiative: The Imani Breakthrough Project," by Bellamy, Costa, Wyatt, Mathis, Sloan, Budge, Blackman, Ocasio, Reis, Guy, Anderson, Copes, and Jordan, in *Social Work in Mental Health* (2021).

https://doi-org.lopes.idm.oclc.org/10.1080/15332985.2021.1930329 (https://doi-org.lopes.idm.oclc.org/10.1080/15332985.2021.1930329)

Optional - Does Gratitude Promote Recovery From Substance Misuse?

For additional information, the following is recommended:

"Does Gratitude Promote Recovery From Substance Misuse?," by Chen, from *Addiction Research & Theory* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-06056-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-06056-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Indirect Relationship Between Alcoholics Anonymous Spirituality and Their Hopelessness: The Role of Meaning in Life, Hope, and Abstinence Duration

For additional information, the following is recommended:

"Indirect Relationship Between Alcoholics Anonymous Spirituality and Their Hopelessness: The Role of Meaning in Life, Hope, and Abstinence Duration," by Wnuk, in *Religions* (2019).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/indirect-relationship-between-alcoholics/docview/2602176763/se-2 (https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/indirect-relationship-between-alcoholics/docview/2602176763/se-2)

Optional - TIP 41: Substance Abuse Treatment: Group Therapy

For additional information, the following is recommended:

"TIP 41: Substance Abuse Treatment: Group Therapy," located on the SAMHSA website.

https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991 (https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991)

Optional - Treatment Improvement Protocol (TIP) 39: Substance Use Disorder Treatment and Family Therapy

For additional information, the following is recommended:

"Treatment Improvement Protocol (TIP) 39: Substance Use Disorder Treatment and Family Therapy," from the Substance Abuse and Mental Health Services Administration (SAMHSA) website (2015).

https://store.samhsa.gov/product/TIP-39-Substance-Abuse-Treatment-and-Family-Therapy/SMA15-4219 (https://store.samhsa.gov/product/TIP-39-Substance-Abuse-Treatment-and-Family-Therapy/SMA15-4219)

Professor Overview: Treatment and Support Groups and Family in the Recovery Process

Watch the "Treatment and Support Groups and Family in the Recovery Process" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

The Twelve Steps and Adolescent Recovery: A Concise Review

Read "The Twelve Steps and Adolescent Recovery: A Concise Review," by Nash, from *Substance Abuse: Research & Treatment* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=141544259&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=141544259&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What to Know About the Types of AA Meetings

Explore "What to Know About the Types of AA Meetings," on the Alcoholics Resource Center website (2021).

https://alcoholicsanonymous.com/what-to-know-about-the-different-types-of-aa-meetings/ (https://alcoholicsanonymous.com/what-to-know-about-the-different-types-of-aa-meetings/)

Assignments:

Recovery and Support Groups (Obj. 4.1 and 4.2)

Locate an "open" recovery or support group in your local community (be sure to review "What to Know About the Types of AA Meetings" in the Topic 4 Resources). Attend one of the group's "open" meetings. The group can be for any type of substance or process addiction and does not have to be a 12-step meeting. It does, however, need to be a support group to help with the recovery from any addictive disorder. Ensure that the meeting is considered "open" prior to attending it. If the group has a chairperson or leader, it may be helpful to introduce yourself and the purpose for attending prior to the meeting. It is also important to ensure that you maintain the confidentiality of the participants involved in the meeting.

Important Note: It is not appropriate to take notes while in the group session, so please refrain and just take notes for yourself immediately after the meeting.

Write a paper of 1,250-1,500 words that summarizes your experience at the meeting. Be sure to include important concepts presented in the meeting while maintaining the privacy of all group participants. Include the following in your paper:

- Identify the type of group you attended. Describe the format of the meeting that you attended and faith-based elements of the group
- Based on your observations and problems identified during the meeting, describe the impact of a substance use disorder or behavioral addiction on an individual's life
- List at least two recovery-oriented goals of two individuals in the meeting you attended and examples with descriptions of how they were engaged in their recovery goals
- Describe how and why a referral to a support group or meeting can support achievement of mental health counseling goals. When considering level of severity of symptoms as related to the current version of the *DSM* diagnosis, explain what diagnostic level(s) may be the most appropriate for referral to these groups and why.
- Reflect on your meeting experience. Discuss how experiencing recovery stories has impacted your perception of individuals experiencing substance use disorders. Discuss your role as a clinical mental health counselor to support a client experiencing symptoms of substance use disorders and their family members.
- Refer to "GCU Counselor Dispositions" and describe the Patience disposition and the application to your role with this population. Include a faith-based perspective.

Include at least four peer reviewed scholarly resources in your paper.

Note: First person is acceptable when providing self-reflection and observation.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

Discussion Questions:

Topic 4 DQ 2 (Obj. 4.1)

What are the different types of psychoeducation and psychotherapeutic clinical group therapies often used in the treatment of substance use disorders? How would the prescreening process for referrals look different for each? If you determined a client needed a referral for an alternative treatment, how would you describe the referral process and complementary treatment alternatives?

This discussion question is informed by the following CACREP Standard:

2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions.

Topic 4 DQ 1 (Obj. 4.1)

Support groups are separate from clinical therapy groups. What is the difference between these types of groups? Why is it important for clinical mental health counselors to know what happens in nonclinical support groups? How could this knowledge benefit treatment for clients experiencing symptoms of substance use disorders? What is the difference between faith-based support groups and other support groups?

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Prevention and Substance Education

Objectives:

5.1: Analyze various substance-related prevention programs in the United States.

5.2: Evaluate the effectiveness of substance-related prevention policies in the United States.

5.3: Identify the importance of community needs assessment when evaluating substance use counseling and mental health care programs.

Topic Materials

Textbooks

Electronic Resources

2020 NSDUH Detailed Tables

Explore "2020 NSDUH Detailed Tables," by the National Survey on Drug Use and Health, on the SAMHSA website (2021).

https://www.samhsa.gov/data/report/2020-nsduh-detailed-tables (https://www.samhsa.gov/data/report/2020-nsduh-detailed-tables)

ATTC Educational Packages for Opioid Use Disorders Counselors & Psychologists

Read "Prevent Opioid Misuse" and "Understand Your Role" in "ATTC Educational Packages for Opioid Use Disorders Counselors & Psychologists," from the Addiction Technology Transfer Center Network (2019).

https://attcnetwork.org/sites/default/files/2019-09/CounselorsPsychologists_OUT_Sept2019.pdf (https://attcnetwork.org/sites/default/files/2019-09/CounselorsPsychologists_OUT_Sept2019.pdf)

Experiencing Shame: Collegiate Alcohol Abuse, Religiosity, And Spirituality

Read "Experiencing Shame: Collegiate Alcohol Abuse, Religiosity, And Spirituality," by Prosek, Giordano, Holm, Bevly, Sender, Ramsey, and Abernathy, in *Journal of College Counseling* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=123995868&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=123995868&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Foundations of Addictions Counseling

Read Chapter 16 in *Foundations of Addiction Counseling.*

Marijuana

Watch the "Marijuana" video.

https://lopes.idm.oclc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=39495 (https://lopes.idm.oclc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=39495)

National Institute on Drug Abuse

Explore the National Institute on Drug Abuse (NIDA) website for substance related fact sheets to use for prevention purposes for teens and adults.

https://nida.nih.gov/ (https://nida.nih.gov/)

NIDA Live: The Science of Vaping

Watch "NIDA Live: The Science of Vaping," from *National Institute on Drug Abuse* (2019).

https://youtu.be/7JOkmL56RPQ (https://youtu.be/7JOkmL56RPQ)

Optional - Drugs, Brains, and Behavior: The Science of Addiction

For additional information, the following is recommended:

"Drugs, Brains, and Behavior: The Science of Addiction," located on the National Institute on Drug Abuse website (2020).

http://www.nida.nih.gov/scienceofaddiction/brain.html (http://www.nida.nih.gov/scienceofaddiction/brain.html)

Optional - Marijuana and Pregnancy

For additional information, the following is recommended:

"Marijuana and Pregnancy" from the SAMHSA website (2019).

https://www.samhsa.gov/marijuana/marijuana-pregnancy (https://www.samhsa.gov/marijuana/marijuana-pregnancy)

Optional - Meth Storm

For additional information, the following is recommended:
"Meth Storm," from Films on Demand (2018).

https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=146221 (https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=146221)

Optional - Talk. They Hear You

For additional information, the following is recommended:

"Talk. They Hear You," section on the SAMHSA website.

https://www.samhsa.gov/underage-drinking (https://www.samhsa.gov/underage-drinking)

Optional - What Is Substance Abuse Treatment?: A Booklet for Families

For additional information, the following is recommended:

"What Is Substance Abuse Treatment?: A Booklet for Families," located on the SAMHSA website.

https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4126.pdf (https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4126.pdf)

Professor Overview: Prevention and Substance Education

Watch the "Prevention and Substance Education" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Substance Abuse and Mental Health Services Administration

Explore the Substance Abuse and Mental Health Services Administration (SAMHSA) website for substance related fact sheets to use for prevention purposes for teens and adults.

https://www.samhsa.gov/ (https://www.samhsa.gov/)

The Adolescent Substance Use Risk Continuum: A Cultural, Strengths-Based Approach to Case Conceptualization

Read "The Adolescent Substance Use Risk Continuum: A Cultural, Strengths-Based Approach to Case Conceptualization," by Miller and Cook, in *The Professional Counselor* (2017).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/adolescent-substance-use-risk-continuum-cultural/docview/1879540552/se-2?accountid=7374 (https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/adolescent-substance-use-risk-continuum-cultural/docview/1879540552/se-2?accountid=7374)

Urgent and Emerging Issues in Prevention: Marijuana, Kratom, E-Cigarettes

Review the "Urgent and Emerging Issues in Prevention: Marijuana, Kratom, E-Cigarettes," presentation by McCance-Katz, from the SAMHSA website.

https://www.samhsa.gov/data/sites/default/files/cbhsq-reports/samhsas-15th-annual-prevention-day-afternoon-plenary-recording.pdf (https://www.samhsa.gov/data/sites/default/files/cbhsq-reports/samhsas-15th-annual-prevention-day-afternoon-plenary-recording.pdf)

Assignments:

Substance Use Prevention in the United States (Obj. 5.1, 5.2, and 5.3)

In a 1,000-1,250-word paper, examine at least two substance use prevention programs in the United States.
Refer to the list of useful websites at end of Chapter 16 to help you successfully complete your paper. Make sure you choose prevention programs and not intervention programs.

Your assignment must include the following for each program:

- Description of both programs (who, what, and where), including at least one family-focused treatment model used in the program
- Description of the goals of each program (why)
- Description of how each program is funded (how)
- Description of the effectiveness of each program including those programs with life skills associated with recovery that are based on research
- Description of factors that address community and groups at risk for substance use disorders
- Analysis of how government involvement may enhance or hinder each program's effectiveness

Include a minimum of four peer reviewed scholarly resources in addition to the textbook in your paper. Out of the four, a minimum of one peer reviewed scholarly resource should be referenced for each prevention program.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.3)

Describe the importance of having family involved in the prevention and treatment process for substance use disorders. How can you involve family to prevent the onset of a substance use disorder? How can you incorporate substance use education in counseling for prevention and treatment efforts? Include at least two inclusive strategies in your response.

Topic 5 DQ 2 (Obj. 5.2; CD: K)

In many states, marijuana is now legal for certain medical purposes. Identify some clinical issues that may now present themselves because of legalization. What prevention efforts are important to help individuals prevent developing a cannabis use disorder? What if you have a client who is addicted to alcohol and narcotics, who is also using marijuana to help with chronic pain? How might you address this situation? How does the Flexibility disposition (GCU Counselor Dispositions) connect to the use of cannabis by a client that has SUD issues? Discuss the importance of applying crisis management skills and collaboration with other professionals.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Multicultural Counseling

Objectives:

6.1: Analyze the concept of cultural diversity including how agency administration develops culturally competent programs. [CACREP 2.F.1.e, 2.F.2.h]

6.2: Analyze the ways in which addictions and substance-use disorders affect specific populations.

6.3: Summarize strategies to address substance-use disorders for individuals from various cultural populations. [CACREP 2.F.2.h]

6.4:

Describe the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients experiencing symptoms of substance use disorders. [CACREP 2.F.1.e.]

6.5: Demonstrate essential interviewing, counseling, and case conceptualization skills.to address substance-use disorders for individuals from various cultural populations. [CACREP 2.F.5.g]

Topic Materials

Textbooks

Electronic Resources

Faces and Voices of Recovery

Explore the "Faces and Voices of Recovery" website for advocacy resources.

https://facesandvoicesofrecovery.org/ (https://facesandvoicesofrecovery.org/)

Foundations of Addictions Counseling

Read Chapters 15, 17, 18, and 19 in *Foundations of Addiction Counseling.*

NAADAC

Explore the "NAADAC" website for advocacy resources (2020).

https://www.naadac.org/ (https://www.naadac.org/)

Optional - A Feasibility Study Providing Substance Use Treatment in the Black Church

For additional information, the following is recommended:

"A Feasibility Study Providing Substance Use Treatment in the Black Church," by Jordan, Babuscio, Nich, and Carroll, in *Journal of Substance Abuse Treatment* (2021).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S074054722030475X (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S074054722030475X)

Optional - Chapter 2: Culture Counts: The Influence of Culture and Society on Mental Health

For additional information, the following is recommended:

"Chapter 2: Culture Counts: The Influence of Culture and Society on Mental Health," from *Mental Health: Culture, Race, Ethnicity: A Supplement to Mental Health: A Report of the Surgeon General*, located on the National Center for

Biotechnology Information website.

http://www.ncbi.nlm.nih.gov/books/NBK44249/
(http://www.ncbi.nlm.nih.gov/books/NBK44249/)

Optional - DSM

For additional information, the following is recommended:

Cultural Related Diagnostic Issues sections under each classified substance use disorder, listed in the current version of the *DSM*.

Optional - Healing of the Canoe: Preliminary Results of a Culturally Grounded Intervention to Prevent Substance Abuse and Promote Tribal Identity for Native Youth in Two Pacific Northwest Tribes

For additional information, the following is recommended:

"Healing of the Canoe: Preliminary Results of a Culturally Grounded Intervention to Prevent Substance Abuse and Promote Tribal Identity for Native Youth in Two Pacific Northwest Tribes," by Donovan, Thomas, Sigo, Price, Lonczak, Lawrence, & Bagley, from *American Indian and Alaska Native Mental Health Research* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-12050-003&site=ehost-live&scope=site
(https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-12050-003&site=ehost-live&scope=site)

Optional - Native American Motivational Interviewing: Weaving Native American and Western Practices

For additional information, the following is recommended:

"Native American Motivational Interviewing: Weaving Native American and Western Practices," by Venner, Feldstein, & Tafoya (2006).

https://casaa.unm.edu/download/nami.pdf
(https://casaa.unm.edu/download/nami.pdf)

Optional - The Opioid Crisis and the Black/African American Population: An Urgent Issue

For additional information, the following is recommended:

"The Opioid Crisis and the Black/African American Population: An Urgent Issue," from the SAMHSA website.

https://store.samhsa.gov/product/The-Opioid-Crisis-and-the-Black-African-American-Population-An-Urgent-Issue/PEP20-05-02-001 (https://store.samhsa.gov/product/The-Opioid-Crisis-and-the-Black-African-American-Population-An-Urgent-Issue/PEP20-05-02-001)

Professor Overview: Multicultural Counseling

Watch the "Multicultural Counseling" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Sex and Gender Differences of Importance to Addiction Science

Watch "Sex and Gender Differences of Importance to Addiction Science," from the *National Institute on Drug Abuse*.

https://www.youtube.com/watch?v=bvvunHbTWvc (https://www.youtube.com/watch?v=bvvunHbTWvc)

The Role of Spirituality in Addiction Medicine: A Position Statement From the Spirituality Interest Group of the International Society of Addiction Medicine

Read "The Role of Spirituality in Addiction Medicine: A Position Statement From the Spirituality Interest Group of the International Society of Addiction Medicine," by Galanter, Hansen, and Potenza, in *Substance Abuse* (2021).

https://doi-org.lopes.idm.oclc.org/10.1080/08897077.2021.1941514 (https://doi-org.lopes.idm.oclc.org/10.1080/08897077.2021.1941514)

Assignments:

Collaborative Skills Assessment (Obj. 6.2 and 6.5)

Part One: Skills Preparation and Informed Consent

Review the assessment and intervention tools in Topics 2 and 3. Watch the videos in Topic 3 related to Motivational Interviewing and the SBIRT model. Identify an assessment tool which may be appropriate to use with Hector (recommend the AUDIT). Review the "Skills Video Best Practices" and the "Counseling Skills Scale" documents prior to recording your video. Take note of the specific skills in each area as you prepare to record your video.

Ask a volunteer to let you practice with them. Make sure you and the volunteer agree that the volunteer will follow the mock scenario rather than add personal information to the session. Once they have agreed, have them complete the attached "Counseling Informed Consent Form." Make sure the volunteer initials each section and signs and dates the form. The form must be completed and in your hand prior to recording any sessions with the volunteer. Upload this form as an attachment.

Part Two: Record a Video Session Using Zoom

The video session should be between 15-20 minutes in length. In this video, you will be applying the knowledge and practicing the skills reviewed in Topics 2, 3, and 6.

Ask your volunteer to read the case of Hector and to be Hector in your session. When preparing for the session, remember to consider Hector's culture, behavior, and individual traits.

Refer to assessment tools in Topic 1 and choose an assessment tool such as the AUDIT to use with the client. You can ask the client to fill out the questionnaire prior to the session and then ask permission to review thoughts about his answers in the session. Respectfully ask the client to share any culturally relevant information, values, and/or beliefs which may be significant when reviewing this information.
Demonstrate active listening skills by paying attention and responding in the moment with body language and verbal responses. Use open-ended questions such as "tell me more about…" "please describe…" Make sure to pause and reflect on the client's words and emotions rather than ask a series of questions. As you review the client's answers take time to reflect on what is important to the client and any discrepancy you may find between his values, beliefs, and his current behavior which is influencing his health. Remember to be respectful and gently challenge the client by inviting him to identify behaviors he wants to change and to develop goals to assist him with living more congruent with his values and beliefs. Throughout your session demonstrate adherence to ACA Code of Ethics, NAADAC Code of Ethics, and GCU Counselor Dispositions found in the Class Resources.

An important consideration for this client is to consider what stage of change the client is presenting in. You can identify this Stage in the Counseling Skills document and/or appropriately review in the video with the client. Based on the identified Stage of Change, intentionally apply skills to encourage exploration of

the problem and motivation to make change rather than increase defensiveness. Hint: the MI and SBIRT video demonstrations in Topic 3 are excellent examples for these micro skills demonstrations.

In a summary, your job is to do the following:

- Demonstrate the appropriate use of a basic assessment tool, such as the AUDIT.
- Demonstrate active listening skills.
- Demonstrate the Empathy disposition (GCU Counselor Dispositions).
- Demonstrate reflection skills.
- Demonstrate the ability to use open-ended questions.
- Demonstrate the ability to identify issues to be explored in counseling.
- Identify which stage of change Hector is currently in and how that may impact counselor interventions.
- Demonstrate the Acceptance disposition (GCU Counselor Dispositions).
- Demonstrate the Cultural Diversity disposition (GCU Counselor Dispositions).
- Demonstrate the ability to help Hector explore his issues.

Part Three: Counseling Skills Scale Reflection

Complete and submit the "Counseling Skills Scale" document by evaluating the skills you demonstrated in the video. Review each skill and provide specific examples of each skill in the comments section. Make sure to complete Part 2 of the Skills scale document to provide a narrative review of strengths and areas of growth. Remember to add a link to the recorded Zoom session before submitting this document. In addition, submit a completed copy of the "Counseling Informed Consent Form."

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Discussion Questions:

Topic 6 DQ 2 (Obj. 6.3)

Select two to three different cultural populations. What strategies would you use to address prevention, treatment programs, and positive change (staying abstinent) for each of the selected populations? What factors would contribute to these groups being at risk for increased drug or alcohol problems?

This discussion question is informed by the following CACREP Standard:

2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Topic 6 DQ 1 (Obj. 6.1, 6.2, and 6.4; CD: K)

As you know, social justice and advocacy are important aspects of counseling. As such, groups exist that are dedicated to advocating for specific cultural groups. Individuals experiencing substance use disorders often experience barriers and judgement from society and may have a difficult time accessing resources. Several advocacy groups exist to promote education and recovery for these individuals. Considering the Amiability disposition (GCU Counselor Dispositions), research and choose one of these advocacy groups that you connect with. What is the name of the group and what issue(s) are they advocating? How can you become involved with the group and why do you think it would be important to get involved? What process does the advocacy group you researched use to address institutional and social barriers that impede access, equity, and success for clients?

This discussion question is informed by the following CACREP Standards:

2.F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Substance Use Disorder Treatment Issues, Current Trends, and Pharmacotherapy

Objectives:

7.1: Examine special issues in the counseling field.

7.2: Identify common issues associated with substance use disorder treatments.

7.3:

Identify the common forms of pharmacotherapy and medication-assisted therapy used in the treatment of substance-use disorders. [CACREP 5.C.1.d]

7.4: Discuss the medical, pharmacological, and medication-assisted therapy resources in the treatment of substance use disorders. [CACREP 5.C.1.d]

7.5: Describe the pharmacological and physiological effects of substance use. [CACREP 5.C.1.d]

7.6: Illustrate continuum of care strategies for inpatient, outpatient, partial treatment, and aftercare for substance use and mental health counseling service networks. [CACREP 5.C.2.c]

Topic Materials

Textbooks

Electronic Resources

American's Addiction Crisis

Watch "American's Addiction Crisis," from *Films on Demand* (2018).

https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=169131&loid=543538 (https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=169131&loid=543538)

Commonly Abused Drug Chart

Review the "Commonly Abused Drug Chart," located on the *National Institute on Drug Abuse* website (2020).

https://www.drugabuse.gov/drug-topics/commonly-used-drugs-charts (https://www.drugabuse.gov/drug-topics/commonly-used-drugs-charts)

Creating Effective PowerPoint Presentations

Review "Creating Effective PowerPoint Presentations," from the Student Success Center.

Foundations of Addictions Counseling

Read Chapter 11 in *Foundations of Addiction Counseling.*

Language Matters: Using Affirmative Language to Inspire Hope and Advance Recovery

Review "Language Matters: Using Affirmative Language to Inspire Hope and Advance Recovery," from Attcnetwork.org (2017).

https://attcnetwork.org/sites/default/files/5-Language_Matters_9-18-17.pdf (https://attcnetwork.org/sites/default/files/5-Language_Matters_9-18-17.pdf)

Marijuana Use and Perceived Risk of Harm from Marijuana Use Varies Within and Across States

Read the following sections in "Marijuana Use and Perceived Risk of Harm from Marijuana Use Varies Within and Across States" by Hughes, Lipari & Williams, from National Survey on Drug Use and Health (2016):

- Introduction
- Substate-Level Marijuana Use
- Substate-Level Perceptions of Great Risk of Harm From Marijuana Use
- Variation Within States
- Discussion
- Other Available NSDUH Substate Measures

https://www.samhsa.gov/data/sites/default/files/report_2404/ShortReport-2404.pdf (https://www.samhsa.gov/data/sites/default/files/report_2404/ShortReport-2404.pdf)

MAT Medications, Counseling, and Related Conditions

Read "MAT Medications, Counseling, and Related Conditions," from the SAMHSA website.

https://www.samhsa.gov/medication-assisted-treatment/medications-counseling-related-conditions (https://www.samhsa.gov/medication-assisted-treatment/medications-counseling-related-conditions)

National Drug Court Resource Center

Explore the "National Drug Court Resource Center" website for drug court program information and resources.

https://ndcrc.org/ (https://ndcrc.org/)

Opioid Overdose Crisis

Read the "Opioid Overdose Crisis," section on the National Institute on Drug Abuse website (2020).

https://www.drugabuse.gov/drugs-abuse/opioids/opioid-overdose-crisis (https://www.drugabuse.gov/drugs-abuse/opioids/opioid-overdose-crisis)

Optional - Craving's Place in Addiction Theory: Contributions of the Major Models

For additional information, the following is recommended:

"Craving's Place in Addiction Theory: Contributions of the Major Models," by Skinner & Aubin, from *Neuroscience and Biobehavioral Review* (2010).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0149763409001900?via%3Dihub (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0149763409001900?via%3Dihub)

Optional - Criminal Justice Barriers to Treatment of Opioid Use Disorders in the United States: The Need for Public Health Advocacy

For additional information, the following is recommended:

"Criminal Justice Barriers to Treatment of Opioid Use Disorders in the United States: The Need for Public Health Advocacy," by Csete, from *American Journal of Public Health* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=134666970&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=134666970&site=ehost-live&scope=site)

Optional - Facilitating Cross-System Collaboration: A Primer on Child Welfare, Alcohol and Other Drug Services, and Courts

For additional information, the following is recommended:

"Facilitating Cross-System Collaboration: A Primer on Child Welfare, Alcohol and Other Drug Services, and Courts," from the SAMHSA website (2013).

https://store.samhsa.gov/product/Facilitating-Cross-System-Collaboration-A-Primer-on-Child-Welfare-Alcohol-and-Other-Drug-Services-and-Courts/SMA13-4735?referer=from_search_result (https://store.samhsa.gov/product/Facilitating-Cross-System-Collaboration-A-Primer-on-Child-Welfare-Alcohol-and-Other-Drug-Services-and-Courts/SMA13-4735?referer=from_search_result)

Professor Overview: Substance Use Disorder Treatment Issues, Current Trends, and Pharmacotherapy

Watch the "Substance Use Disorder Treatment Issues, Current Trends, and Pharmacotherapy" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Psychopharmacology

Watch the "Psychopharmacology" video, from *Films on Demand*.

https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=32730&loid=3569 (https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=32730&loid=3569)

SAMHSA

Explore the SAMHSA website for resources regarding pregnancy and opioid use disorders.

https://store.samhsa.gov/?f%5B0%5D=series%3A5602 (https://store.samhsa.gov/?f%5B0%5D=series%3A5602)

Smoking & Tobacco Use

Explore the "Smoking & Tobacco Use" page of the Centers for Disease Control and Prevention website.

http://www.cdc.gov/tobacco/quit_smoking/how_to_quit/index.htm (http://www.cdc.gov/tobacco/quit_smoking/how_to_quit/index.htm)

The ASAM Criteria Crosswalk: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions

Review "The ASAM Criteria Crosswalk: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions," from *MTPCA.org*.

http://www.mtpca.org/wp-content/uploads/ASAM-Adult_Criteria_Crosswalk.pdf (http://www.mtpca.org/wp-content/uploads/ASAM-Adult_Criteria_Crosswalk.pdf)

Treatment Outcomes for Veterans with PTSD and Substance Use: Impact of Specific Substances and Achievement of Abstinence

Read "Treatment Outcomes for Veterans with PTSD and Substance Use: Impact of Specific Substances and Achievement of Abstinence," by Manhapra, Stefanovics & Rosenheck, from Drug and Alcohol Dependence (2019).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0376871615016646?via%3Dihub (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0376871615016646?via%3Dihub)

Video Interviews From International AIDS Conference

Explore the "Video Interviews From International AIDS Conference," section on the National Institute on Drug Abuse website (2010).

https://archives.drugabuse.gov/video-interviews-international-aids-conference (https://archives.drugabuse.gov/video-interviews-international-aids-conference)

What is Heroin Addiction?

Watch the "What Is Heroin Addiction?" video.

https://www.youtube.com/watch?v=27jJDcknCck (https://www.youtube.com/watch?v=27jJDcknCck)

Assignments:

Addiction Case Study (Obj. 1.1, 1.2, 1.3, 1.4, 2.1, and 6.4)

After reading the "Jed case study" document, you will create a 12-slide presentation in which you will be applying the course material you have learned in this course to understanding and assessing for the presenting symptoms, getting to know the client, and identifying a plan of action to support the client toward reducing symptoms. The topics for the slides are outlined below.

You may use the "Addiction Case Study Presentation Handout" document as a foundation for your presentation or you may create your own with each topic. Include three to five bullet points per slide.

Include speaker notes below each content-related slide to provide additional details for each topic. Please ensure the speaker notes include a minimum of 150 to 200 words. Each speaker note section should be supported by at least one scholarly resource. Refer to the resource, "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.

The following slides will be written in the context of how you would share the information to the client.

- Part 1: Relationship and Collaboration (Slides 1-3: Title, Relationship, Collaboration)
- Part 2: Understanding the Problem (Slides 4-7: Effects, Psychological and Biological Model, Diagnosis, Process Disorder)

- Part 3: Treatment Planning (Slides 8-10: Strengths, Treatment Interventions, Coping)
- Part 4: Cultural Considerations (Slides 11-12: Cultural Considerations and Bias, References)

You will use this assignment to complete the "Recovery Management Plan" assignment in Topic 8.

Refer to the resource, "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.

Include a minimum of six peer reviewed scholarly resources in addition to the textbook in your presentation. For the number of resources needed per slide, refer to the "Addiction Case Study Presentation Handout."

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.1.a. History and philosophy of the counseling profession and its specialty areas.

2.F.3.d. Theories and etiology of addictions and addictive behaviors.

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

2.F.5.h. Developmentally relevant counseling treatment or intervention plans.

5.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

5.C.2.c. 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.

5.C.2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1 and 7.2; CD: K)

What are some of the medical and sexual health issues that may have to be addressed in treatment, including high risk behaviors for health-related disorders? How would you go about helping the client to address them? How would you help promote an HIV/AIDS client's knowledge and skills of positive health and recovery? How would you assist the client in maintaining those skills?

Topic 7 DQ 2 (Obj. 7.1, 7.3, 7.4 and 7.5)

Clients are often recommended to take medication to support recovery for severe opioid use disorders. Clients may also be prescribed medication for mood or anxiety disorder as treatment for a co-occurring disorder. Clients and some professionals often state taking medication for treatment is replacing one medication for another. Why may medication-assisted treatment be important? What are the benefits and potential risks for at least two of these medications? What education and resources can you provide? What professionals would you collaborate with to help the client make an informed decision about treatment options to include medication? Review NIDA Commonly Abused medications chart and SAMSHA's MAT resource in the topic resources to inform your discussion.

This discussion question is informed by the following CACREP Standard:

5.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Inpatient and Outpatient Treatment Planning: Recovery Management

Objectives:

8.1: Explain the various recovery management interventions a counselor can use to help clients maintain sobriety.

Topic Materials

Textbooks

Electronic Resources

Effectiveness of Mindfulness-Based Relapse Prevention in Individuals With Substance Use Disorders: A Systematic Review

Read "Effectiveness of Mindfulness-Based Relapse Prevention in Individuals With Substance Use Disorders: A Systematic Review," by Ramadas, Lima, Caetano, Lopes, and Dixe, from *Behavioral Sciences* (2021).

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8533446/ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8533446/)

Foundations of Addictions Counseling

Read Chapters 13 and 20 in *Foundations of Addiction Counseling.*

Optional - A Cross-Sectional Investigation of Divine Struggles and Suicide Risk Among Men in Early Recovery From Substance Use Disorders

For additional information, the following is recommended:

"A Cross-Sectional Investigation of Divine Struggles and Suicide Risk Among Men in Early Recovery From Substance Use Disorders," by Currier, Fadoir, Carroll, Kuhlman, Marie, Taylor, Smith, Isaak, and Sims, in *Psychology of Religion and Spirituality* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-57349-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-57349-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders: Technical Assistance Publication (TAP) Series 19

For additional information, the following is recommended:

"Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders: Technical Assistance Publication (TAP) Series 19," from U. S. Department of Health and Human Services (1996).

http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf (http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf)

Optional - Gradually Sudden: Vital Spiritual Experiences For Individuals In Recovery From Substance Use Disorders

For additional information, the following is recommended:

"Gradually Sudden: Vital Spiritual Experiences For Individuals In Recovery From Substance Use Disorders," by Gutierrez, Mason, Dorais, and Fox, in *Spirituality in Clinical Practice* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-24001-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-24001-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Retraining the Addicted Brain: A Review of Hypothesized Neurobiological Mechanisms of Mindfulness-Based Relapse Prevention

For additional information, the following is recommended:

"Retraining the Addicted Brain: A Review of Hypothesized Neurobiological Mechanisms of Mindfulness-Based Relapse Prevention," by Witkiewitz, Lustyk, & Bowen, from *Psychology of Addiction Behavior* (2013).

https://www.ncbi.nlm.nih.gov/pubmed/22775773 (https://www.ncbi.nlm.nih.gov/pubmed/22775773)

Professor Overview: Inpatient and Outpatient Treatment Planning: Recovery Management

Watch the "Inpatient and Outpatient Treatment Planning: Recovery Management" video, in the "Substance Use Disorder and Addiction Video Topic Overviews" playlist, for an overview of this week's topic, by GCU faculty.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/0EAF3447-6EA7-EA11-9105-005056BD1429)

Relapse Prevention Therapy: A Cognitive-Behavioral Approach

Read "Relapse Prevention Therapy: A Cognitive-Behavioral Approach," by Parks and Marlatt, from the National Psychologist.

https://www.researchgate.net/publication/259289380_Relapse_Prevention_Therapy_A_Cognitive-Behavioral_Approach (https://www.researchgate.net/publication/259289380_Relapse_Prevention_Therapy_A_Cognitive-Behavioral_Approach)

Relapse Prevention Treatment for Substance Abuse Disorders in Older Adults

Read "Relapse Prevention Treatment for Substance Abuse Disorders in Older Adults," by Schonfeld & MacFarland, from *American Psychological Association* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-25808-010&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-25808-010&site=ehost-live&scope=site)

Assignments:

Recovery Management Plan (Obj. 8.1)

For this assignment, you will create a recovery management plan. Recovery management plans can be useful tools for clients to refer to throughout counseling and once counseling episodes have been completed. Complete the Recovery Management plan by developing a plan for Jed. Use third person (i.e., Jed will or the client will) and assume that the two of you have formulated the plan together. Information presented in the PowerPoint can be used.

- Part 1: Client Demographics and Plan (50-75 words)
- Part 2: Harmful and Destructive Behaviors Chart (25-45 words)
- Part 3: Current Risks of Symptom Recurrence (125-200 words)
- Part 4: Recovery Management Plan (25-45 words)
- Part 5: Continued Health and Well-Being (75-125 words)
- Part 6: Signatures

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

2.F.5.h. Developmentally relevant counseling treatment or intervention plans.

5.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

5.C.2.c. 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.

5.C.2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.2)

Assume you are working at an agency with both inpatient and outpatient services. Mary is a client of yours in inpatient so you will be working with her one-on-one at least once a week in inpatient treatment then she will transfer levels (from level III to Level II.I) at which point you will also be her counselor in intensive outpatient. Using your knowledge of effective treatment interventions (review Chapter 8), how could you integrate a variety of treatment interventions that target emotional, environmental and irrational thinking triggers into both inpatient and outpatient treatment. Her diagnoses include Alcohol Use Disorder, Opiate Use Disorder, and Generalized Anxiety Disorder (GAD). Use headings: Inpatient interventions, and Outpatient interventions.

This discussion question is informed by the following CACREP Standard:

5.C.2.c. 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.

Topic 8 DQ 2 (Obj. 8.1)

How do coping strategies help clients prevent recurrence of symptoms, including substance use? Present at least two examples of coping strategies and explain how they may benefit the client, their family, and the community in which they live and work. Identify at least one faith-based or spiritual coping strategy.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Preparation for Topic 7 and Topic 8 Assignments	Topic 1	0

Assignment	Topic Due	Non Trad Points
Assessment and Diagnosis (Obj. 2.1 and 2.2)	Topic 2	100
Benchmark - Treatment Interventions (Obj. 3.3)	Topic 3	125
Recovery and Support Groups (Obj. 4.1 and 4.2)	Topic 4	100
Substance Use Prevention in the United States (Obj. 5.1, 5.2, and 5.3)	Topic 5	75
Collaborative Skills Assessment (Obj. 6.2 and 6.5)	Topic 6	125
Addiction Case Study (Obj. 1.1, 1.2, 1.3, 1.4, 2.1, and 6.4)	Topic 7	125
Recovery Management Plan (Obj. 8.1)	Topic 8	50
Treatment and Addiction Quiz	Topic 8	60
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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