



## COUN 8516 | TREATMENT ISSUES CHEM DEPEND | FALL 2023

### PREREQUISITES

N/A

### COURSE DESCRIPTION AND CONTENT AREAS

Treatment issues specific to addictions are studied, including resistance, minimization, family dynamics, relapse, cross-addiction, co-occurring disorders, spirituality, and influences of self-help groups. Also addressed are clinical treatment needs of individuals taking into consideration gender, culture, and lifestyle. This course is intended to meet the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of clinical treatment issues in chemical dependency.

#### ONLINE LEARNING DESCRIPTION:

The instructor will log on to the class site often to monitor the course and individual learning. Questions can be directed to the discussion board that has been designated for general questions about the course or the material covered. The instructor will answer these questions for the group under this discussion board. For individual questions or concerns please contact the instructor directly through UNO email.

There is also a cybercafé that can be used for student socialization and matters not related to assignments.

### COURSE WEBSITE

You will participate in this course using the UNO Canvas learning management platform system. Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

### KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

**CACREP Standards Chart**

Clinical Mental Health Standard(s)	Assignment/Learning Activity
1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Reading, Lecture and module 1 Materials, Week 1 Discussion Board Assignment
2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Reading, Lecture and module 3 Materials, Week 3, Discussion Board assignment



2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Reading, Lecture and module 12 Materials, Week 12; Discussion Board assignment, Case study
<b>Professional Identity Curriculum Standard(s)</b>	<b>Assignment/Learning Activity</b>
F.3.d. Theories and etiology of addictions and addictive behaviors	Reading, Lecture and module 1 and 2 Materials, Week 1 and 2 Discussion Board Assignment

## Key Performance Indicator

Key Performance Indicator	Courses and Assessment Assignments	CACREP 2016 Standards
<b><u>KSPI 9</u></b> Students will demonstrate their knowledge of the potential for substance use disorders to mimic and/or co-occur with other disorders and apply to their work with clients.	<b>COUN 8516: Clinical Treatment Issues</b>  <i>In Vivo Counseling Assignment</i> (Formative Evaluation): Students will be evaluated on DSM & ICD assessment, diagnostic and treatment process skills via an in vivo counseling session case study and assessment assignment.	5.C.2.c. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i> .  5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

## COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- 2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- F.3.d. Theories and etiology of addictions and addictive behaviors

## CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

## COURSE REQUIREMENTS AND METHODS OF INSTRUCTION



### Required Text

Alcoholics Anonymous. *Big Book*. Alcoholics Anonymous World Services.

Gorski, T.T., & Miller, M (1986). *Staying sober: A guide to relapse prevention*. Independence, MO: Herald House/Independence Press.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York: Guilford Press.

Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people for change* (3<sup>rd</sup> ed.). New York: Guilford Press.

### INTERNET RESOURCES

Additional internet resources will be provided through Canvas

### INSTRUCTIONAL METHODS

**Blended**; On-line learning with monthly in class meetings (see course calendar for dates of in class meetings)

- On-line group instruction/discussion boards-30%
- Individual Readings-25%
- Individual completion of assignments-25%
- In-class lecture/demonstration of skills: 20%

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### TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

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### TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)  
[unohelpdesk@nebraska.edu](mailto:unohelpdesk@nebraska.edu)  
402-554-4347 (HELP)



Eppley Administration Building, Room 104

Monday – Friday 8:00 to 5:00 pm

## DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

### MODULE DISCUSSION BOARDS

Active participation is required in large and small group discussions on the discussion boards and through class assignments. The guidelines and expectations for participation are posted in the Participation Rubric under Course Contents; the guidelines on participating and grading requirements are listed in the rubric. (Each Discussion Board varies in points 10 to 30=120 points total)

### SPECIAL POPULATIONS AND ADDICTION TREATMENT MINI PAPER AND FACILITATION OF CLASS DISCUSSION

Identify a topic relevant to the course that is not covered in depth in the modules (see examples below). The topic you select must be addiction specific. Write a mini paper (3-5 pages) on the topic including the treatment aspects relevant to the topic; the paper will be posted for the rest of the class to read. A minimum of 5 reputable sources (peer reviewed journal articles, textbooks, or governmental/professional articles) are required. The paper must be in APA format as outlined in this syllabus. For the class discussion: post 3 relevant questions to your topic including the relevant treatment aspects; you will facilitate a discussion with your colleagues based on the questions you posed. (100 points for paper; 50 points for class discussion: Total points=150 pts)

### SPECIAL POPULATIONS MINI PAPER TOPICS

Examples:

- Women's issues in Addiction Treatment;
- Men's Issues in Addiction Treatment;
- Non-dominant Cultural Issues in Addiction Treatment;
- Non-majority cultural groups and substance use/treatment;
- Effects of Trauma and Addiction- Treatment considerations;
- Elderly Clients and Addiction; treatment considerations;
- Gay/Lesbian/Bi-sexual and Transgender Addiction clients and treatment considerations;
- Homeless Clients and addiction; treatment considerations;
- Incarcerated Clients and Addiction; treatment considerations;
- Non-substance dependency and addiction treatment issues (i.e. gambling, sex, food, etc.);



Advocacy issues related to addiction treatment; addressing barriers to access of care, equality issues, etc.;  
 Family treatment for addiction;  
 Effectiveness of different treatments in addiction;  
 Alternatives to AA support / self-help groups for addiction.

### CASE STUDIES

Two case studies will be completed for this course. The first case study is the application of the Motivational Interviewing concepts and assessments to a self-identified “issue”. The second case study will be an analysis and synthesis of all the material covered in the course to a client scenario. (2 case studies: 100 points each; Total points=200 points)

### FINAL EXAM

One final exam to assess learning across the modules of the class. (150 points)

### CLASS ATTENDANCE/PARTICIPATION

Attending blended classes and participating in class. Blended class attendance is essential. (25 points per class; Total = 125 points)

## OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment		Points
Participation Discussion Board Points		120
Class attendance		125
Mini Paper and Class Discussion Facilitation to Class		150
Exam		150
Case Studies		200
Total (subject to change)		745
Grade	% Range	Points Range
A	90-100	670.5-745
B	80-89	596-670

### GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D;  
 00-59%=F

Note: If you are on track for a D, you are failing the course.



<b>C</b>	70-79	521.5-595.5
<b>D</b>	60-69	447-520
<b>F</b>	<60%	Less than 446.5

## UNIVERSITY POLICIES

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### ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu).)

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### ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Academic and Student Affairs for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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### TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit Title IX website to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the Counseling and Psychological Services (CAPS) or Gender and Sexuality Resource Center.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's



Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

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## CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see Student Conduct and Community Standards.

## GRADING POLICIES

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### GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook: <https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

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### DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the Academic Calendar. If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.



## COURSE EXPECTATIONS

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### CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

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### PARTICIPATION AND ABSENCE

As participation is an integral part of on-line learning, participation is expected in all discussion boards and assigned groups. **A participation rubric is posted under Course Contents that outlines grading for participation.** Each student is expected to complete assignments on time (using Central Standard Time), be prepared by reading the designated material, and completing assignments. It is your responsibility to plan ahead and submit assignments by the deadline. You are encouraged to not leave your assignment until the deadline to plan for any computer issues. You are responsible for making the necessary arrangements with the instructor to complete missed work. This needs to be done prior to the deadline. **Students must attend 5 of the 5 scheduled face-to-face in class meetings** and be prepared to participate in class discussions and demonstrations.

### PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is always expected. Honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

### GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

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### LATE WORK

Late work will receive a lower grade at the instructor's discretion. Assignments are due in the designated Canvas area on the date and time listed in the syllabus. 2 pts per day will be deducted for late assignments. No assignments will be accepted if it is over 5 days late. If





technical issues arise, please email the assignment and then upload it to Canvas as soon as possible.

### MAKE-UP EXAMS, QUIZZES, AND ASSIGNMENTS

Under special circumstance and with prior approval from the instructor, make-up work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician's note. All make-up work will be completed **prior** to the day missed or within a time period designated by the instructor. Make-up work, when approved, may be subject to a grade reduction.

### COLLABORATION

The graduate will demonstrate the ability to work jointly with others in making decisions for the common good that respects equity, fairness, honesty and social justice.

### RESPONSIBILITY

The graduate will demonstrate an ability to fulfill the obligations of being an educational professional by being reliable, trustworthy and accountable for one's work and meets the knowledge and skills of a professional discipline.

### REFLECTIVE CAPACITY

The graduate will demonstrate an ability to self-assess concerning attitudes/beliefs, skills in working with others whether a student/client or colleague, and revise/adjust efforts as an educational professional.

### INCLEMENT WEATHER

Since our class is offered remotely, inclement weather will have minimal impact on course delivery. If for some reason due to weather you lose power, are unable to connect to the internet, or have other technology related issues please contact me immediately. Given the remote format for this course this semester, please regularly check your UNO email/Canvas for notifications about weather-related cancellations of remote classes. Please plan on meeting remotely for class unless you receive official notification otherwise.

### USE OF ELECTRONICS

The use of electronics (phones, tablets, etc) while we are logged into the synchronous portion of our class is not permitted unless they are part of a course activity designated by the instructor. Please make sure that cell phones are silenced and put away during class, answering a phone call during synchronous class is analogous to taking a phone call during a face-to-face



class. Please reserve that for emergencies only. If you need to take a call or answer a text during class, please mute and turn off your camera as if you are “walking out” of class to take the call. Please inform instructor prior to this occurring in order to avoid missed points and limit time to less than 20 minutes unless approved prior by instructor. Inappropriate use of electronics in class will impact a student’s grade.

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#### RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

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#### FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Eigenberg is prohibited. All copies and recordings remain the property of UNO and Professor Eigenberg. UNO and Professor Eigenberg reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

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#### ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing in-class, in-person remote collaboration with instructor and peers, including active in-class participation and attendance;
2. ongoing in-class, in-person remote group collaboration for the case study project, including active in-class participation and attendance;
3. ongoing in-class, in-person remote active participation and attendance for course lectures, instrument administration demonstrations, guest speakers, and the final exam.
4. Consistent online remote access to Canvas, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.

\*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately