



COUN/SOWK 4510/8516 | TREATMENT ISSUES CHEM DEPENDENCY | FALL 2025

INSTRUCTOR CONTACT INFORMATION

Instructor: Tom Maxson, LIMHP, LADC, MAC, SAP

Contact: Utilize the email function in canvas

Office: Virtual

Office Hours: By appointment

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, Module 1 quiz
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 4 Materials, module 4 Discussion Board assignment
2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Reading, module 6 Materials, module 6 Discussion Board assignment
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.3.d. Theories and etiology of addictions and addictive behaviors	Readings, Lectures and module 1-6 Materials, Module 1,3,5 & 6 quizzes, module 2,4 & 6 discussion boards

Key Performance Indicator

Key Performance Indicator	Courses and Assessment Assignments	CACREP 2016 Standards
<p><u>KSPI 9</u> 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.</p>	<p>COUN 8516: Clinical Treatment Issues <i>In Vivo Counseling Assignment (Formative Evaluation):</i> Students will be evaluated on DSM & ICD assessment, diagnostic and treatment process skills via an in vivo counseling session case study and assessment assignment.</p>	<p>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>.</p> <p>5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.</p>



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 Master's level standards relevant to this course. Additional standards addressed in COUN 8516 are included in the Standards Chart listed above.

COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

Required Text

Alcoholics Anonymous. *Big Book (4E)*. 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. (2019). *Treating addiction: A guide for Professionals (2nd ed.)*. New York: Guilford Press.

Miller, W.R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow (4th ed.)*. New York: Guilford Press.

Optional Text

Perkinson, R.R., Jongsma, A.E., Jr., Bruce, T.J. (2022). *Addiction treatment planner (6E)*. New York: Wiley.

INTERNET RESOURCES

Additional internet resources will be provided through Canvas

INSTRUCTIONAL METHODS

Blended; On-line learning with in class/online 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%

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 or Chrome browser

TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Epley 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 = about 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 and must be approved ahead of time by the instructor. 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. (50 points for paper; 25 points for class discussion: Total points=75 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 (ie 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: 50 points each; Total points=100 points)

Module Quizzes:

Four module quizzes will occur over the course of the semester (200 pts)



Class attendance/Participation:

Attending blended classes and participating in class. Blended class attendance is essential. If attending in person is not possible, viewing the video of the class and summarizing the major points is expected. (25 points per class; Total = 100 points)

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth.

Assignment	Points
Participation Discussion Board Points	120
Class attendance	100
Quizzes	200
Case Studies	100
Mini Paper	75
Total (subject to change)	595

GRADING SCALE

A+	100-98%	C+	79-77%
A	97-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
		F	59-below

UNIVERSITY POLICIES

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.)

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.

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.

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

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>

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.

Withdrawals 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

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.

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 the face-to-face class remote meetings** and be prepared to participate in class discussions and demonstrations. **Attendance includes being on-camera for the full class time, participating and engaging in class activities without any other distractions. Students need to be in a confidential space during class due to the nature of the assignments during class.**



If a face-to-face meeting is missed for any reason, the student's grade may be lowered by one letter grade at the conclusion of the course unless a suitable make up assignment is completed, this is up to the instructor's discretion. Missing two of the face-to-face meetings will result in a grade of C, missing three will lower the students' grade to a D (not passing).

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.

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. 5 pts per day will be deducted for late assignments. No assignments will be accepted if it is over 5 days late, unless preapproved by the instructor. 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 the 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.

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.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Tom Maxson is prohibited. All copies and recordings remain the property of UNO and Tom Maxson. UNO and Tom Maxson 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.

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



COURSE WEEKLY SCHEDULE

IMPORTANT: Due dates vary on each assignment, read carefully. Recommend double checking with the live course as instructor may update during the course.

Course Calendar Fall 2025

COUN/SOWK 8516 & 4510: Clinical Treatment Issues in Addiction Counseling

On-line class: Class week begins on Monday 8:00 am CST and ends on the following Sunday at 11:59 pm CST

***All Assignments are due by 11:59 pm on the last day of the module**

Module	Topic	Reading and Assignments *
Module 1	<p>Module 1: 8/25-8/31</p> <p>Course Introduction and Overview What is Addiction? Theories, Etiology, Neurological Foundations What is Addiction Treatment? "Addiction"- (Video Series in Module 1 Folder)</p>	<p>Read / View Module 0 and Module 1 Canvas Materials</p> <p>Preface "A Word about Words" p. xi- xiii and Chapter 1-2 Treating Addiction Textbook</p>
Module 2	<p>Module 2: 9/1-9/7 In Class Meeting 9/4/25</p> <p>Impact of addiction Stages of use and progression Developmental model of recovery Why can't a person just quit?</p>	<p>Read / View Module 2 Materials</p> <p>Chapter 1-7 Staying Sober Textbook</p> <p>Complete Discussion Board Complete Case Study #1 Developmental Model of Recovery Due 9/14/25 at 11:59 pm CST</p>



Module 3	Module 3: 9/8-9/14 What is treatment? Co-Occurring SUD/MH	Read / View Module 3 Materials Chapter 4-8 Treating Addiction Textbook Complete Discussion Board Module 3 Complete Module 1-3 quiz
Module 4	Module 4: 9/15-9/21 Family Roles Family sculpting 12 step models: Family Perspective	Read/ View Module 4 Canvas Materials Read Alcoholic Anonymous Book Chapter 1-5 Chapter 15,16, 20 in Treating Addiction Textbook Chapter 2 TIP 39 Substance Use Disorder Treatment & Family Therapy (in CANVAS Module 0: Start Here: Electronic Textbooks)
Module 5	Module 5: 9/22-9/28 In Class Meeting 9/25 Family Treatment Co-occurring disorders	Read/View Module 5 Canvas Material Chapter 3-5 TIP 39 Substance Use Disorder Treatment & Family Therapy (in CANVAS Module 0: Start Here: Electronic



		<p>Textbooks)</p> <p>Chapters 2-7 TIP 42 Co-Occurring E-book (in CANVAS Module 0: Start Here: Electronic Textbooks)</p> <p>Complete Discussion Board Module 5</p>
Module 6	<p>Module 6: 9/29-10/5</p> <p>12-Step Models: AA/NA Role of Spirituality My Name is Bill/Lois Wilson Story- (Video in Module Materials)</p>	<p>Read /View Module 6 Canvas Materials</p> <p>Watch Video on Bill or Lois Wilson</p> <p>Read Alcoholic Anonymous Book Chapter 6-9</p> <p>Chapter 17, 23 Treating Addiction Textbook</p> <p>Complete Discussion Board Module 6</p> <p>Complete Module 4-6 quiz</p>



<p>Module 7</p>	<p>Module 7: 10/6-10/12</p> <p>Motivational Interviewing Stages of change</p>	<p>Read/View Module 7 Canvas Material</p> <p>Chapter 1-7 TIP 35 E-book (in CANVAS Module 0: Start Here: Electronic Textbooks)</p> <p>Chapter Preface & Chap.1-7 Motivational Interviewing Textbook</p>
<p>Module 8</p>	<p>Module 8: 10/13-10/19</p> <p>Mini-Papers/Special Topics Diversity in Addiction Counseling</p> <p>Fall Break: 10/20-10/26</p>	<p>Read/View Module 8 Canvas Materials</p> <p>Complete Mini-paper Due 10-26-25; 11:59 pm CST Discussion Board Module 8</p>
<p>Module 9</p>	<p>Module 9: 10/27-11/2</p> <p>Mini Papers</p>	<p>Read /View Module 9 Canvas Materials</p> <p>Read 5 Mini papers Posted in Canvas</p> <p>Complete Answer questions posed by the author of the mini papers you read; due 11-2- 25 at 11:59 pm CST</p>



Module 10	Module 10: 11/3-11/9 In Class Meeting 11/6/25 Motivational Interviewing continued Matching intervention to stage of change	Read/View Chapters 8-15 Motivational Interviewing Textbook Complete Case Study #2 Motivational Interviewing Due 11-26-25; 11:59 pm CST
Module 11	Module 11: 11/10-11/16 Evidence Based Treatment for Substance Use Disorders Brief Interventions MI Community Reinforcement Strengthening Coping Skills	Read/View Module 11 Canvas Materials Chapter 9, 11-14 Treating Addictions Textbook Complete Discussion Board Complete: Module 7-10 Quiz
Module 12	Module 12: 11/17-11/23 Evidence Based Treatment for Substance Use Disorders CBT Solution Focused Treatment Groups Pharmacological Adjuncts Thanksgiving Break: 11/24-11/30	Read/View Module 12 Canvas Materials Chapter 18, 22 Treating Addictions Textbook Complete Discussion Board Module 12
Module 13	Module 13: 12/1-12/7 In Class Meeting 12/4 Relapse Prevention Cross Addiction Final Quiz	Read/View Module 14 Materials Chapter 19 Treating Addiction Textbook Chapter 8-End of



		book Staying Sober Textbook Complete Final Quiz Due 12/18

***Assignments may be change or added at the discretion of the instructor. This schedule in the syllabus serves as a model and the dates posted on the Canvas site take precedent.**