CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR DAAC 2341
COUNSELING ALCOHOL AND OTHER DRUG ADDICTIONS

Semester Hours Credit: 3
96 Contact Hours

INSTRUCTOR: ________________________

OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is an advanced examination of skills, confidentiality, and ethical guidelines applied in the counseling, treatment and recovery of substance use disorders. This is an advanced capstone course which builds on the knowledge previously gained in the other courses required in the Chemical Dependency Counseling program. The knowledge, skills and attitudes reviewed and taught in this course are essential to preparing the student for practicum and clinical practice. This course will cover the 123 counseling competencies addressed in TAP 21 Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice Technical Assistance Publication Series produced by the U.S. Department of Health and Human Services.

B. This course is required to meet the curriculum requirements for the Central Texas College Certificate and Associates in Applied Science Degree in Mental Health Services with a Chemical Dependency specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field.

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and foundation skills (F).

II. LEARNING OUTCOMES

A. Explain the concepts of substance use disorder counseling and recovery. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

B. Identify issues of confidentiality and ethics as applied to the client and the clinical setting. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

C. Demonstrate the skills and techniques of counseling and treatment planning. (C1,3,5-8,11,18-20; F 1,2,5-13,15,17)
D. Describe and apply the knowledge, skills and attitudes addressed in TAP 21. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

E. Discuss the implications of treatment and recovery on the client, their family, the community and society. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

F. Differentiate the different proven treatment modalities. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

G. Integrate relapse prevention, elements of self-help programs, stress management, discharge planning and aftercare as related to AOD clients including those in the Criminal Justice System. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

H. Define key terms and discuss key concepts covered in the course. (C1,3,5-8, 18-20; F 1,2,5-13,15,17)

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).

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**Systems:** understands complex interrelationships (C15-C17).
**Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

**Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
**Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

II. **INSTRUCTIONAL MATERIALS**

A. The student should acquire the following resources from SAMHSA (Substance Abuse & Mental Health Services Administration). Go to [http://store.samhsa.gov/](http://store.samhsa.gov/) to access the TIPs & TAPs below. The publications can be ordered free of charge or downloaded and should be secured prior to the start of the class:

- TIP 45: Detoxification and Substance Abuse Treatment (Mod 1,2)
- TAP 13: Confidentiality of Patient Records for Alcohol and Other Drug Treatment (Mod 2,3,4,5,6)
- TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (Mod 1,2,3,4,5,6)
- TIP 47: Substance Abuse: Clinical Issues in Intensive Outpatient Treatment (Mod 2)
- TIP 35: Enhancing Motivation for Change in Substance Abuse Treatment (Mod 2)
- TIP 33: Treatment for Stimulant Use Disorders (Mod 2)
- TIP 32: Treatment of Adolescents with Substance Use Disorders (Mod 2)
- TIP 43: Medication-Assisted Treatment for Opioid Addiction in Opioid Treatment Programs (Mod 2)
- TIP 31: Screening and Assessing Adolescents for Substance Use Disorders (Mod 2)
- TIP 29: Substance Use Disorder Treatment for People with Physical and Cognitive Disabilities (Mod 2)
- Principles of Drug Addiction Treatment (Mod 2,3,4) drugabuse.gov/publications
- TIP 41: Substance Abuse Treatment: Group Therapy (Mod 3)
- TIP 50: Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment (Mod 3)
- TIP 48: Managing Depressive Symptoms in Substance Abuse Clients During Early Recovery (Mod 3)
- TAP 19: Counselor Manual for Relapse Prevention with Chemically Dependent Criminal Offenders (Mod 3)
- TIP 34: Brief Interventions and Brief Therapies for Substance Abuse (Mod 3)
- TIP 54: Managing Chronic Pain in Adults With or in Recovery From Substance Use
• TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders (Mod 4)
• TIP 27: Comprehensive Case Management for Substance Abuse Treatment (Mod 4)
• TIP 51: Substance Abuse Treatment: Addressing the Specific Needs of Women (Mod 5)
• TIP 39: Substance Abuse Treatment and Family Therapy (Mod 5)
• TIP 36: Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues (Mod 5)
• TIP 26: Substance Abuse Among Older Adults (Mod 5)
• TIP 25: Substance Abuse Treatment and Domestic Violence (Mod 5)
• Principles of Drug Abuse Treatment for Criminal Justice Populations (Mod 5)
• TIP 44: Substance Abuse Treatment for Adults in the Criminal Justice System (Mod 6)
• Top Health Issues for LGBT Populations Information & Resources Kit (Mod 6)
• TIP 37: Substance Abuse Treatment for Persons with HIV/AIDS (Mod 6)

B. Go to the DEA at [www.justice.gov/dea/](http://www.justice.gov/dea/) choose publications on the navigation tree, select the most recent edition of Drugs of Abuse: 2011 A DEA Resource Guide. This is a comprehensive booklet on current drugs of abuse. You will need a copy of it; you can print it or bookmark it to go back to as needed. You may also order a copy. (Mod 1)

C. The student will have a variety of handouts and copies of PowerPoint available in the Blackboard class platform, they must read them, printing is an option.

III. COURSE REQUIREMENTS

A. **Reading Assignment:** It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers:** Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance:** Students are required to: participate class regularly. In the blended classroom course they must be on time and to stay the whole class period; or an absence will be recorded, they are expected to complete assignments on time and participate in classroom activities. In the online environment students must participate weekly, completing all assignments on time. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or
a 6 week semester, or if absences prevent the meeting of course objectives. Online students who are inactive for three weeks in a 12 week course or four weeks in a 16 week course will be withdrawn from the class by the instructor. For additional details see the current Central Texas College Catalog.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced Quiz/Self Tests, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

IV. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam. Unexpected absences due to illness or extenuating circumstances will require students to see the instructor as soon as possible.

V. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Break Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>300</td>
<td>Five modules each with a written lab assignment worth points each.</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>200</td>
<td>Labs 1-5, worth 40 points.</td>
</tr>
<tr>
<td>Discussion</td>
<td>125</td>
<td>Five modules each with a discussion assignment worth 25 points each</td>
</tr>
<tr>
<td>Journal</td>
<td>175</td>
<td>A comprehensive journal assignment covering the attitudes described in each of the 123 counseling competencies</td>
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<tr>
<td>Final Project</td>
<td>200</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
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</tbody>
</table>

A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

June 2016
A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course. The Mental Health Services Department requires the student to have completed 2/3 of the course work, on time and completely before requesting consideration of granting an incomplete-in-progress grade. Students cannot request an “IP” after the course has ended.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. The use of any technology (I- phone, tablet, I-Pad, lap-tops) in the classroom is at the discretion of the faculty.
member.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Faculty Discretion: The faculty member reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VII. COURSE OUTLINE

A. Module 1: Understanding Addiction

1. **Learning Outcomes:** Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)
   - Describe a variety of models and theories of addiction and other problems related to substance use. (TAP 21:1)
   - Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. (TAP 21:2, 3)
   - Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others including recognizing the potential for substance abuse to mimic a variety of medical and psychological disorders. (TAP 21:4)
   - Discuss the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. (TAP 21:5, 7, 8, 9)
   - Recognize the importance of family, social networks, and community systems in the treatment and recovery process. (TAP 21:6, 103, 104, 105)
   - Describe factors that increase the likelihood for an individual, community, or group to be at risk for, or resilient to, psychoactive substance use disorders, including the effect on families. (TAP 21:100, 102, 103,104)
   - Describe principles and philosophy of prevention, treatment, and recovery. (TAP 21:105)
   - Describe the health and behavioral problems related to substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections and diseases, hepatitis C and B, and other infectious diseases. (TAP 21:106)

2. **Learning Activities**
   a. **Written Lab Assignment:** Complete the two case studies. (See directions in Blackboard)
   b. **Discussion Assignment:**
      - Complete a self-assessment of your strengths and weaknesses for each of the learning outcomes (competencies) for this module. Identify the three that you need to work on the most. Now post in the discussion a list of these three competencies and what you think your strengths and weaknesses are and what you plan to do to address your weakness. Ask your classmates for suggestions.
      - After you have posted yours, be sure to read two other students postings and give them recommendations. Remember this assignment is twofold; first you assess yourself; identify your three strongest weaknesses, and discuss what you plan to do about them. Then give
c. **Journal Assignment:** The following competencies are covered in the module 1: (1,2,3,4,5,6,7,8,9,100,102,103,104,105,106). Read the Competency, Skills and Attitudes for each of them in TAP 21 Addiction Counseling Competencies. Honestly evaluate yourself and where you stand on each of the attitudes described under each of the competencies (there are 31 attitudes under these 15 competencies). What are your strengths and weaknesses with each attitude? What can you do to improve your attitude regarding the ones that are weaknesses? What steps will you take to begin that transformation? Complete this assignment as we go through the modules, but turn it in with Module 6, that way it is turned in only once. Don’t allow yourself to get behind. There are 123 competencies with multiple attitudes for most; this would be a daunting task if you get behind.

- For the rest of the modules you will be expected to look at the learning outcomes which identifies the competencies so that you can make sure you address each attitude under the appropriate competencies.
- Complete this assignment following the same formatting instruction for all written work. It should be broken into five sections with each one labeled to match the corresponding modules competency/attitudes.

**The document is to be submitted complete at the end of the course (see course schedule).**

**B. Module 2: Clinical Evaluation & Treatment Planning**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)

   - Describe a variety of helping strategies for reducing the negative effects of substance use, abuse and dependence. (TAP 21: 10, 11)
   - Differentiate treatment services appropriate to the personal and cultural identity and language of the client. (TAP 21: 12, 13)
   - Describe the medical and pharmacological resources in the treatment of substance use disorders, including discussing the variety of insurance a health maintenance options available. (TAP 21: 14, 15)
   - Recognize that crisis may indicate an underlying substance use disorder and may be a window of opportunity for change. (TAP 21: 16)
   - Discuss the need for and use of methods for measuring treatment outcomes. Address establishing rapport, including management of crisis situations. (TAP 21: 17, 24)
   - Discuss how to gather data systematically from the client and other available collateral sources, using screening instruments and other methods that are sensitive to age, developmental level, culture, and gender. The data should include current and historic substance use; health, mental health, and substance-related treatment histories; mental and functional statuses; and current social, environmental and/or economic constraints. (TAP 21: 24,25,26,27,28,29,30,31)
• Describe the steps to be taken based on the initial action plan to initiate an admission or referral and ensure follow through. (TAP 21: 32,33,34,35,37,38,39,40,41)
• Document assessment findings and utilizing relevant assessment information and treatment recommendations. (TAP 21: 36)
• Prioritize the client’s needs in the order they should be addressed in treatment. (TAP 21: 42,43,44,46,47)
• Discuss screening strategies to confirm the client’s eligibility for admission and continued readiness for treatment and change. (TAP 21: 58, 59)
• Complete necessary administrative procedures for admission to treatment. (TAP 21: 59,60)
• Demonstrate the ability to work with clients to establish realistic, achievable goals consistent with achieving and maintaining recovery, including preparing accurate and concise screening, intake and assessment and maintain accurate continuing care plans. (TAP 21: 77,110,111)

2. Learning Activities
a. Written Assignment: (See directions in Blackboard)
b. Written Lab Assignment: (See directions in Blackboard)
c. Discussion Assignment:
   1. Complete a self-assessment of your strengths and weaknesses for each of the learning outcomes (competencies) for this module. Identify the three that you need to work on the most. Now post in the discussion a list of these three competencies and what you think your strengths and weaknesses are and what you plan to do to address your weakness. Ask your classmates for suggestions.
   2. After you have posted yours, be sure to read two other students postings and give them recommendations. Remember this assignment is twofold; first you assess yourself; identify your three strongest weaknesses, and discuss what you plan to do about them. Then give your classmates feedback on theirs. Keep it positive and constructive!!
d. Journal Assignment:
   Journal Competencies: 10,11,12,13,14,15,16,17,24,25,26,27,28,29,30,31,32,34,35,36,37,38,39,40,41,42,43,44,,46,47,58,59,60,77,110,111
   • TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
   • TIP 50: Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment
   • TIP 48: Managing Depressive Symptoms in Substance Abuse Clients during Early Recovery (Mod 2, 3, 4)
   • TIP 47: Substance Abuse: Clinical Issues in Intensive Outpatient Treatment (Mod 2, 3)
   • TIP 45: Detoxification and Substance Abuse Treatment (Mod 1, 2)
   • TIP 43: Medication-Assisted Treatment for Opioid Addiction in Opioid Treatment Programs (Mod 2,3)
C. Module 3: Counseling Knowledge & Skills

1. **Learning Outcomes:** Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)

   - Reassess the treatment plan at regular intervals or when indicated by changing circumstances. Additionally, stay abreast of current terminology, summarizing client’s personal treatment information, working with an interdisciplinary team. (TAP 21: 48,62,63,64,66,67)
   - Apply confidentiality rules and regulations appropriately. (TAP 21: 65)
   - Recognize stages of change and other signs of treatment progress. Assess treatment and recovery progress, and, in consultation with the client and significant others, make appropriate changes to the treatment plan to ensure progress toward treatment goals. (TAP 21: 68, 69,70,71)
   - Apply placement, continued stay, and discharge criteria for each modality on the continuum of care. (TAP 21: 74)
   - Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy. (TAP 21: 75,76,78,79,80,81)
   - Promote client knowledge, skills, and attitudes consistent with the maintenance of health and prevention of HIV/AIDS, tuberculosis, sexually transmitted diseases, hepatitis C, and other infectious diseases. (TAP 21: 82,83,84,85,86,87,88)
   - Carry out the actions necessary to form a group, including but not limited to determining group type, purpose, size, and leadership; recruiting and selecting members; establishing group goals and clarifying behavioral ground rules for participating; identifying outcomes; and determining criteria and methods for termination or graduation from the group. (TAP 21: 89,90,90,91,92,93)
- Teach life skills, including but not limited to stress management, relaxation, communication, assertiveness, and refusal skills. Additionally, record progress, prepare accurate and concise discharge summaries and document treatment outcomes utilizing accepted methods and instruments. (TAP 21: 107,112,113,114)

2. **Learning Activities:**
   a. **Written Assignment:**
      1. Complete the following questions based on *TIP 34: Brief Interventions and Brief Therapies for Substance Abuse* and a review on the major counseling approaches learned in *DAAC 1311 Counseling Theories*:
         - You learned about FRAMES in the last module now apply that information to the concept of brief interventions. There are five basic steps that can be used to incorporate FRAMES into counseling regardless of the length of the intervention. Be sure to discuss the four essential skills used in brief intervention and the components of effective brief therapy. (This should take you a page and a ½ or two pages single spaced to address completely.
         - Cognitive Behavioral Therapies like Reality (Choice) Therapy, Cognitive-Behavior, REBT Rational Emotive Behavior Therapy, and Behavioral Therapy; Interactional (Solution-focused); Humanistic and Existential Therapies like Adlerian, Person-Centered, Existential, Gestalt, and TA; and Psychodynamic can be adapted to a Brief Intervention model. Discuss each cluster (the ones in bold) and how those approaches can be adjusted to incorporate the components of effective brief therapy. Be sure to reference your work (note you will need to use other resources than just the TIP to fully explore this question.
         - As effective counselors our goal is to develop a tool box of helpful resources and techniques to use in working with our clients. We call this integrative or eclectic counseling. Based on all you have learned while in the program and drawing heavily on your knowledge of counseling approaches describe the following:
            - Your basic counseling philosophy
            - Key concepts (tools/techniques) you plan on using.
            - Therapeutic goals of your counseling approach.
            - Therapeutic relationship (what will the relationship between you and the client look like).
      2. Complete the following questions based on *TIP 41: Substance Abuse Treatment: Group Therapy*:
         - What are the fourteen advantages of group treatment discussed in this TIP, describe their advantages compared to 12 step programs.
         - Discuss the five group models described in this TIP.
      3. Complete the following questions based on *TAP 19: Counselor’s Manual for Relapse Prevention with Chemically Dependent Criminal Offenders*:
• Describe the six stages or periods of recovery discussed in this TAP.
• Describe the CENAPS Model of Relapse Prevention and its 9 principles.

d. **Written Lab Assignment:** (See directions in Blackboard)
e. **Discussion Assignment:**
   1. Complete a self-assessment of your strengths and weaknesses for each of the learning outcomes (competencies) for this module. Identify the three that you need to work on the most. Now post in the discussion a list of these three competencies and what you think your strengths and weaknesses are and what you plan to do to address your weakness. Ask your classmates for suggestions.
   2. After you have posted yours, be sure to read two other students postings and give them recommendations. Remember this assignment is twofold; first you assess yourself; identify your three strongest weaknesses, and discuss what you plan to do about them. Then give your classmates feedback on theirs. Keep it positive and constructive!!

f. **Journal Assignment:** Competencies:
   48,62,63,64,65,66,67,68,69,70,71,72,74,75,76,78,79,80,81,82,8384,85,86,87,88,89,90,91,92,93,107,112,113,114
   - TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
   - TIP 50: Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment
   - TIP 48: Managing Depressive Symptoms in Substance Abuse Clients During Early Recovery (Mod 2,3,4)
   - TIP 41: Substance Abuse Treatment: Group Therapy (Mod 3)
   - TIP 34: Brief Interventions and Brief Therapies for Substance Abuse (Mod 3)
   - TAP 19: Counselor Manual for Relapse Prevention with Chemically Dependent Criminal Offenders (Mod 3,4,5)

D. **Module 4: Case Management/Special Populations**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)
   - Coordinate treatment activities and community resources in a manner consistent with the client’s diagnosis and existing placement criteria.
   - Establish and maintain relationships with civic groups, agencies, other professionals, governmental entities, and the community at large to ensure appropriate referrals, identify service gaps, expand community resources, and help address unmet needs. (TAP 21: 45,49,50)
   - Differentiate between situations in which it is most appropriate for the client to self-refer to a resource and situation requiring counselor referral. (TAP 21: 51,52,53,54,55,56)
• Obtain, review, and interpret all relevant screening, assessment, and initial treatment planning information. (TAP 21: 57,61,66,73)
• Describe diverse cultures, and incorporate the relevant needs of culturally diverse groups as well as people with disabilities, into clinical practice (TAP 21 – TIP 42, 54, 27)
• Explain the characteristics and dynamics of families, couples and significant others affected by substance use. Additionally, be familiar with and appropriately use models of diagnosis and interventions for clients and their families or significant others. (TAP 21, 13:94,95,96,97,98)
• Sensitize others to issues of cultural identity, ethnic background, age, and gender in prevention, treatment, and recovery. (TAP 21: 101, 118)

2. **Learning Activities:**
   a. **Written Assignment:** (See directions in Blackboard)
   b. **Written Lab Assignment:** (See directions in Blackboard)
   c. **Discussion Assignment**
      1. Complete a self-assessment of your strengths and weaknesses for each of the learning outcomes (competencies) for this module. Identify the three that you need to work on the most. Now post in the discussion a list of these three competencies and what you think your strengths and weaknesses are and what you plan to do to address your weakness. Ask your classmates for suggestions.
      2. After you have posted yours, be sure to read two other students postings and give them recommendations. Remember this assignment is twofold; first you assess yourself; identify your three strongest weaknesses, and discuss what you plan to do about them. Then give your classmates feedback on theirs. Keep it positive and constructive!!
   d. **Journal Assignment:** Competencies:
      45,49,50,51,52,53,54,55,56,57,61,66,73
      • TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
      • TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders (Mod 4)
      • TIP 54: Managing Chronic Pain in Adults With or in Recovery From Substance Use Disorders (Mod 4)
      • TIP 27: Comprehensive Case Management for Substance Abuse Treatment (Mod 4)
      • Module learning notes (See Blackboard)

E. **Module 5: Professional & Ethical Responsibilities**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)
   • Understand the importance of self-awareness in one’s personal, professional and cultural life. (TAP 21: 19)
• Express the addiction professional’s obligations to adhere to ethical and behavioral standards of conduct in the helping relationship. (TAP 21: 20)
• Discuss the importance of ongoing supervision and continuing education in the delivery of client services. (TAP 21: 21,22)
• Discuss the obligation of the addiction professional to participate in prevention and treatment activities. (TAP 21: 23)
• Demonstrate knowledge of accepted principles of client record management adhering to all state and federal regulations regarding client safety and appropriate relationship between client and professional. (TAP 21: 108,109,115,116)
• Interpret and apply information from current counseling and psychoactive substance use research literature to improve client care and enhance professional growth. (TAP 21: 117)
• Use a range of supervisory options to process personal feelings and concerns about clients. (TAP 21: 119)
• Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance. (TAP 21: 120,123)
• Obtain appropriate continuing professional education. (TAP 21: 121)

2. Learning Activities:
   a. Written Assignment: (See directions in Blackboard)
   b. Written Lab Assignment: (See directions in Blackboard)
   c. Discussion Assignment:
      1. Complete a self-assessment of your strengths and weaknesses for each of the learning outcomes (competencies) for this module. Identify the three that you need to work on the most. Now post in the discussion a list of these three competencies and what you think your strengths and weaknesses are and what you plan to do to address your weakness. Ask your classmates for suggestions.
      2. After you have posted yours, be sure to read two other students postings and give them recommendations. Remember this assignment is twofold; first you assess yourself; identify your three strongest weaknesses, and discuss what you plan to do about them. Then give your classmates feedback on theirs. Keep it positive and constructive!!
   d. Journal Assignment: Competencies:
      • TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice
      • TAP 13: Confidentiality of Patient Records for Alcohol and Other Drug Treatment (Mod 2,3,4,5,6)
   e. Final Project: Complete Final Project.