



**VITERBO UNIVERSITY**

**COUN 590:  
Syllabus  
Fall 2021**

## Course Information

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**Course Title, Number, Section Number:** COUN 590: Models of Addiction and Co-Occurring Disorders Counseling

**Term & Year:**

**Number of Credits:** 3 Credits

**Course Location:** Murphy Center 474

### Dates & Times

Friday, 9/17 (5:30-10PM), Saturday, 11/18 (8:00AM till 5:00PM)

Friday, 10/9 (5:30-10PM), Saturday, 10/8 (8:00 AM till 5:00 PM)

Friday, 10/22 (5:30 -10PM), Saturday, 10:23 (8:00AM till 5:00PM)

## Instructor Information

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Name:

Office:

Office Phone:

Cell Phone:

Email:

**Instructor Preferred Method/Times for Student Contact:** Email is by far the best way to contact me. I will just about respond within 24 hours, even on weekends. Office hours are not posted on my office so the best way to set up face to face time is to email good times we can meet and I'll coordinate.

## Course Description

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This course provides a survey of various chemical and behavioral addictions, including, but not limited to, substance abuse and co-occurring disorders, and sexual addictions. Students will participate in the evaluation of various causal and treatment models, focusing upon theoretical analysis of various addictive constructs and treatment paradigms.

## Methods of Instruction

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This course will contain lectures, large and small group discussions role-play demonstrations, recorded sessions, individual evaluation reviews, and experiential activities. There will be some asynchronous online activities that are required.

## Required and Recommended Course Materials

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### *Required*

Doweiko, H.E. (2019). *Concepts of Chemical Dependency*. 10<sup>th</sup>.ed. Brooks and Cole: Cengage Learning.

Sacks, S., Ries, R. (2005). *Treatment Improvement Protocol: Substance Abuse Treatment for Persons with Co-Occurring Disorders*, SAMHSA. Provided on Moodle.

### *Recommended:*

- American Psychological Association. (2020). *Publication Guide of the American Psychological Association* (7th ed.). Washington, DC: Author.

## Program Mission

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*The mission of the Viterbo University Master of Science in Mental Health Counseling graduate program is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors, who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.*

## Course Student Learning Outcomes

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**The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling skills as the Student Learning Outcomes are aligned with those standards and explicated through specific assignments.**

*This course is designed to address the following Professional Identity program outcomes and is assessed in the Co-Occurring Case Study and 590 Research Paper.*

*Professional Orientation and Ethics:* Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.

*Human Growth and Development:* Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions.

*Assessment:* Students will accurately select assessment instruments for client needs and program evaluations.

*Research and Evaluation:* Students will utilize relevant research strategies within an evidence-based counseling perspective.

*Counseling Continuum:* Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.

### COUN 590 Standards/Alignment Chart

The curriculum is also designed to enhance a student’s professional identity and counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and the WI Substance Abuse Counseling specialty explicated through specific assignments as noted below.

| <b>Student Learning Outcomes</b>  | <b>Standards:</b>   | <b>Assignments and Activities:</b>  |
|---|---|---|
| <p><i>Upon completion of this course students will understand and behave: Various theories of substance abuse counseling and how these are reflected in treatment roles, client specific case formulation, treatment planning, group and individual counseling, and client education for adults and adolescent clients.</i></p> | <p><b>(2.F.1.b)</b><br/>The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation</p> <p><b>(2.F.1.c)</b><br/>Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p><b>(2.F.3.d.)</b><br/>theories and etiology of addictions and addictive behaviors</p> <p><b>(5.C.1.b)</b><br/>Recognizes theories and models related to clinical mental health counseling</p> <p><b>(5.G.2.i)</b><br/>Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</p> | <p>Small group Co-Occurring Case Studies 1, 2, and 3.</p> <p>SBIRT and IBH Training and exam.</p> <p>Lecture – treatment teams</p> <p>Small Group “treatment team” activities.</p> <p>Lecture regarding treatment roles</p> <p>Lecture Treatment Models –Doweiko Ch. 26</p> <p>Small Group Adolescent case study (Case Study 2)</p> <p>Doweiko Ch. 20, 23, and 24 reading and lecture</p> <p>Research Paper</p> |

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|---|---|---|
|   | <p><b>(5.C.1.b.)</b><br/>Theories and models related to clinical mental health counseling</p> <p><b>5.C.3.c.</b><br/>Strategies for interfacing with the legal system regarding court-referred clients.</p> <p><b>(5.C.2.e)</b><br/>Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p> | <p>Al-Anon “Meeting on Wheels”</p> <p>Doweiko Ch. 26 reading and lecture</p> <p>Class discussion and video</p> <p>Case Study 1<br/>Doweiko Ch. 25 reading, Lecture, and class activity.</p>                         |
| <p><i>Upon Completion of the course students will be understand the neurobiological nature of mental health issues and substance abuse disorders apply them to understand client treatments and client education</i></p>  | <p><b>(2.F.3.d.)</b><br/>Theories and etiology of addictions and addictive behaviors.</p> <p><b>(5.C.1.d)</b><br/>Neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p>   | <p>Class Lecture.</p> <p>Neurology and Psychopharmacology lecture.</p> <p>Group psychopharmacology pamphlet/presentation</p> <p>Doweiko Ch. 3 reading.</p>  |
| <p><i>Upon completion of the course students will be able to administer and interpret counseling appropriate screening; intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</i></p> | <p><b>(5.C.3.a)</b><br/>Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p> <p><b>(5.C.2.d)</b></p>   | <p>Small Group Co-Occurring Case Studies 1 and 2.</p> <p>Doweiko Ch. 28 reading and lecture</p> <p>Doweiko Ch. 29 reading and lecture</p> <p>CIWA-AR demonstration in case study 1</p> <p>Case studies 1 and 2.</p> |

|   |  |   |
|---|--|---|
|   | 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 International Classification of Diseases (ICD)   | SBIRT activity and lecture regarding Trans-theoretical stage of change model<br><br>ADAI activity<br><br>DSM 5 lecture “Disease Concept”<br><br>Case Studies 1 and 2.   |
| <i>Upon completion of this course students will utilize relevant research strategies within an evidence-based counseling perspective.</i>   | <b>(2.F.8.a)</b><br>The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice<br><br><b>(2.F.8.b)</b><br>Identification of evidence-based counseling practices   | Research Paper  |
| <i>Upon the completion of this course students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.</i> | <b>(5.C.3.b)</b><br>Techniques and interventions for prevention and treatment of a broad range of mental health issues<br><br><b>(5.C.2.f)</b><br>Impact of crisis and trauma on individuals with mental health diagnoses<br><br><b>(5.C.2.j)</b><br>Cultural and gender factors relevant to clinical mental health counseling | Co-Occurring Case Studies<br><br>Treatment planning intervention sections<br><br>Taped role playing<br><br>Case study 3<br><br>Lecture on Crisis Intervention<br><br>Special populations discussions<br><br>Read and lecture regarding Doweiko Ch. 19 |

**COUN 590: Models of Addiction and Co-Occurring Disorders Counseling  
EDUCATIONAL REQUIREMENTS**

Assignment Description: This is the guide for Wisconsin Department (DSPS) Education

| <b>SAC Education</b>      | <b>590</b> |
|---------------------------|------------|
| 1. <b>Assessment</b>      | 5          |
| 2. <b>Counseling</b>      | 5          |
| 3. <b>Case Management</b> | 10         |
| 4. <b>Education</b>       | 15         |

|   |    |
|---|----|
| 5. <i>Professional Responsibility</i>                           | 10 |
| 6. <i>Electives within the performance domains listed above</i> |    |
| <b>Total</b>  | 45 |

## Grading Criteria

|             |             |
|-------------|-------------|
| A = 95–100% | AB = 89–94% |
| B = 84–88%  | BC = 79–83% |
| C = 74–78%  | CD = 69–73% |
| D = 64–68%  | F = <64%    |

## Evaluation of assignments and graded activities

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency, *and* demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level MHC student.

Advanced Competence: Meets the Intermediate level of Competency, *and* demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level MHC student. (90-100%)

## Policies & Resources

### Academic Integrity Policy

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Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control

dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

## Attendance Policy

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Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

**Excused Absence:** Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

## Communication via E-mail

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All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

## Conduct

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I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

## Where to Get Help: Additional Policies and Resources for Students

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- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

*Please review additional items noted in the Policies and Resources block in the Moodle course site.*

## Counseling Services

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health ([www.nami.org](http://www.nami.org)). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

## Course Support Services

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Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## Course Website

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You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

## Gatekeeping

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As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

## Written Assignments

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Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.



## COVID-19

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**Student Health:** Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

**Instructor Health:** In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

**Face Coverings:** Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

## Credit Hour Course Expectations

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Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

## Disability Statement

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The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must

complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

## Electronic Submissions Policy

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Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

## Grade Appeals

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- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

## Late Work Policy

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Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

## Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

## Turnitin/Electronic Submission

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This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.