

Western Kentucky University
Department of Counseling and Student Affairs
Addictions: Assessment, Diagnosis, and Treatment Planning - CNS 647
3 Credit Online Course - Spring 2022

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Course

CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning

Purpose of the Course

This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.

Course Objectives

This course is designed to achieve the areas of competency below:

- Demonstrate competency in determining appropriateness for admission to a program
- Demonstrate competency in client intake process
- Demonstrate competency in client orientation and motivation
- Demonstrate competency in the use of psycho-social tools for assessing the intensity and extent of a client's problem with chemical dependency
- Demonstrate competency in establishing treatment goals and plan for client
- Demonstrate competency in identifying the needs of the client that cannot be met by the counselor and assisting the client to utilize other agency or community resources available
- Demonstrate competency in ability to relate to our own and other professionals to assure comprehensive care for the client

Required Course Readings

Required Texts

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: Author. (ISBN# 13: 978-0-89042-5558)

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

Required Reading

Students are expected to complete all required reading for each class session. Supplemental reading will be posted on blackboard.

Recommended Resource

Purdue Online Writing Lab https://owl.purdue.edu/owl/purdue_owl.html

Methods of Instruction

The course delivered on-line. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students.

Course Requirements

Preparation and Participation

Web-Enhanced

Main Post (4.5 points). Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Response Post (3 points-1 point per response). For any given Blackboard discussion, students must submit at least three response to other student's main post within two days after the main post due date. Response posts should illustrate that the student has read all postings per that lesson. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Discussion Post Rubrics for Main and Response Posts are as follows respectively:

- 4.5/3 Assignment meets the given requirements (examples were specific and exhaustive; various and appropriate references to related reading were used; additional resources were used if necessary; word limitation met with the inclusion of quality); evidence that entire discussion was read; post was on time

3-4/2 Assignment somewhat met the requirements (examples might have been further expanded upon to support contentions; additional references may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion; post was somewhat timely

1-2/1 Assignment somewhat to hardly met the requirements; student did not read entire discussion; main post was untimely

Students are expected to read all posts. All BBD postings must be completed within the given discussion period. Late submissions are not accepted.

Assignments:

Classroom Participation: Participation points can be earned through participating within the online groups assigned and through the discussion board posts. **(5 pts.)**

Quizzes: Fifteen quizzes will be given throughout the course of the semester to assess retention and knowledge of the weekly readings. The lowest quiz grade will be dropped. **(5 pts. Each=75 pts. total)**

Quizzes are weekly; due on Saturday of ; the week they are assigned. They will no longer be available once that week has passed.

12-Step Meetings/Support Group Attendance and Journal: This assignment is designed to help you explore the field of addictions treatment in the field. Students are required to attend **3 different** 12-step based and/or support group meetings. Students are to complete a brief reaction paper to each meeting or support group (no more than **1 page** each visit) and share *insights gained, feelings, thoughts, reactions, and comfort level*. Begin each paper with a paragraph describing the meeting or support group you attended and describe your own responses. **(15 pts. For each different meeting/reaction paper=45 pts. Total)**

1st Reaction Paper Due February 5th @ 11:59 PM CST

2nd Reaction Paper Due March 5th @ 11:59 PM CST

3rd Reaction Paper Due April 2nd @ 11:59 PM CST

Discussion Board Reflective Questions: Complete (2) discussion board questions that coincide with the appropriate chapters. Discussion post has a required length of at least 250 words and respond to at least 3 others posts. **(7.5 pts. Each=15 total)**

Discussion Board #1 Due Date: February 19th @ 11:59 PM CST

Discussion Board #2 Due Date: April 16th @ 11:59 PM CST

Remember that this includes both your initial response and feedback to (3) peers. The forum will open the Monday that the assignment is due.

Case Studies: Assessment and Treatment Planning: All students will have the opportunity to complete work on both assessment and treatment planning. Each opportunity will be worth 10 pts. Since you will be working in an assigned group (randomly selected by Blackboard), students will read over a presented case study and work in their assigned groups to develop either an assessment or a treatment plan based on the assigned case study. When working on the assessment case study, the group is required to identify the appropriate assessment tools to use on the client. When working on the treatment plan case study, the group will develop an appropriate treatment plan based on their given client. After the given case study, the group will

write a paper identifying the tools and/or strategies recommended and provide a rationale for using these tools/strategies. The case studies (2) are a group assignment. Please let me know as soon as possible if any issues arise within your group. You will all be expected to work in groups once you graduate and engage in the professional world. My hope is that this experience will assist you preparing for this work. **(10 pts. Each=20 total pts.) ASSESSMENT CASE STUDY DUE MARCH 12TH @ 11:59 PM CST; UPLOAD IT INTO BLACKBOARD DROPBOX**

TREATMENT PLAN CASE STUDY DUE MARCH 26TH @ 11:59 PM CST; UPLOAD IT INTO BLACKBOARD DROPBOX

Movie Case Conceptualization: Watch a movie from the provided list and then complete a case conceptualization over a character in the movie you watched. A template will be provided by the instructor.

DUE APRIL 9TH @ 11:59 PM CST

Student Evaluation Criteria and Procedures:

Grades for the course are determined by the following:

A	90% - 100% of total points
B	80% - 89% of total points
C	70% - 79% of total points
D	60% - 69% of total points
F	59% and below

Points

Classroom Participation: 5 points

Quizzes: 75 points

12-Step Meetings/Support Group Attendance and Journal: 45 points

Discussion Board Reflective Questions: 15 points

Case Studies: Assessment: 10 points

Case Studies: Treatment Planning: 10 points

Movie Case Conceptualizations: 20 points

Total: 180 points

Late or Missing Assignments

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

Use of Current Research

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

Students with Disabilities Who Require Accommodations

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT

request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf. Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Tentative Schedule

Week 1	Review Chapter 1; become familiar with resources available for AA Meetings; Quiz 1
Week 2	Review Chapter 2; Quiz 2
Week 3	Review Chapters 3 and 4; Quiz 3 1 ST Reaction Paper
Week 4	Review Chapter 5; Quiz 4
Week 5	Review Chapter 6; Quiz 5 DB #1
Week 6	Review Chapter 7; Quiz 6
Week 7	Review Chapters 8 and 9; Quiz 7 2 ND Reaction Paper
Week 8	Review Chapter 10; Quiz 8 Assessment Case Study (Group)
Week 9	Review Chapter 11; Quiz 9
Week 10	Review Chapter 12; Quiz 10 Treatment Plan Case Study (Group)
Week 11	Review Chapter 13; Quiz 11 3 RD Reaction Paper
Week 12	Review Chapter 14; Quiz 12 Movie Case Conceptualization
Week 13	Review Chapter 15; Quiz 13 DB #2
Week 14	Review Chapter 16; Quiz 14
Week 15	Review remaining chapters; Quiz 15