

Spring 2014

CE 560 Syllabus: Addiction Counseling Diagnosis & Treatment Planning

Mitch Moore
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Moore, Mitch, "CE 560 Syllabus: Addiction Counseling Diagnosis & Treatment Planning" (2014). *Counselor Education Syllabi*. 210.

<https://openriver.winona.edu/counseloreducationsyllabi/210>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.



**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring 2014**

CE 560—Addiction Counseling: Diagnosis & Treatment Planning (3 semester hours)

Faculty Name: Mitch Moore, PhD, LADC, Assistant Professor & Coordinator, Addictions Counseling Certificate Program **ID:** 000405 **Office:** EA 207, 859 30th Avenue SE, Rochester, MN 55904 **Office Hours:** Tuesdays & Wednesday, 12:00 PM to 5:00 PM, or by appointment **Contact Information:** MMoore@winona.edu **Office:** (507) 529-6118 or **Cell:** (507) 951-3399

SHORT FACULTY BIO

I am a licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult male & female offenders.

COURSE DESCRIPTION

This is a D2L course that addresses the principles of addiction counseling relating to core functions 1, 2, 4 & 5 —screening, intake, assessment and diagnosis, and treatment placement and treatment planning, with particular focus on co-occurring disorders (COD), defined as a concurrent substance use disorder (SUD) and mental disorder (MD). Students will become familiar with current screening, diagnostic and treatment planning tools, including the current edition of the Diagnostic and Statistical Manual (DSM-IV-TR and DSM-V), the American Society of Addiction Medicine's (ASAM) Patient Placement Criteria of Substance-Related Disorders (ASAM PPC-2R) and the "six dimensions" assessment and treatment planning, as well as structured diagnostic interviews, such as ASI, Form 90, and MN DHS "Rule 25" assessments. Ethical and multicultural issues will be discussed.

COMMITMENT TO INCLUSIVE EXCELLENCE

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of campus resources can be found in Appendix A).

TEXTS:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. (DSM-5)*. Washington, CD: American Psychiatric Association. ISBN 9780890425558

Boylan, J. C. & Scott, J. (2011). *Practicum & Internship: Textbook and resource Guide for Counseling and Psychotherapy, 4th Ed.* New York, NY: Psychology Press. ISBN 9780415990691
Publication Manual of the American Psychological Association, 6th ed. (2010).

Washington, DC: American Psychological Association, ISBN 9781433805622 or 9781433805615

REQUIRED READINGS—Free Texts:

Project MATCH Monograph Series *Volume 5: Form 90: A Structured Assessment Interview for Drinking and Related Behaviors: Test Manual*

<http://pubs.niaaa.nih.gov/publications/ProjectMatch/match05.pdf>

TIP-42, *Substance Abuse Treatment for Persons with Co-Occurring Disorders*

<http://www.ncbi.nlm.nih.gov/books/NBK64197/pdf/TOC.pdf>

TIP-42, *Quick Guide* http://kap.samhsa.gov/products/tools/cl-guides/pdfs/QGMHP_TIP42.pdf

TIP-42, *KAP Keys* http://kap.samhsa.gov/products/tools/keys/pdfs/KK_42.pdf

TAP-21, *Addiction Counseling Competencies: The Knowledge, Skills & Attitudes of Professional Practice*. <http://kap.samhsa.gov/products/manuals/taps/21a.htm> **OR**

<http://www.kap.samhsa.gov/products/manuals/pdfs/TAP21.pdf> **OR**

http://kap.samhsa.gov/products/manuals/pdfs/tap21_2011.pdf

COCE Overview Paper #2, *Screening, Assessment & Treatment Planning for Persons with Co-Occurring Disorders*. <http://store.samhsa.gov/shin/content/PHD1131/PHD1131.pdf>

Suggested Resource (Free):

Allen, J. P. & Wilson, V. B. (Eds.). *Assessing Alcohol Problems: A Guide for Clinicians and Researchers*, 2nd Ed. NIH Publication #03-3745.

<http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.pdf> **OR**

<http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.htm>

Participant Handout. (2005, March). *Module 5: Diagnosis and Assessment of Alcohol Use Disorders*. Available through the National Institute on Alcohol Abuse and Alcoholism (NIAAA): at: <http://pubs.niaaa.nih.gov/publications/Social/Module5Diagnosis&Assessment/Module5.html>

COURSE OBJECTIVES

By the end of the semester, a student will be able to:

1. demonstrate a working understanding of current addiction and related mental health disorders for adolescents and adults evidenced by successful completion of work assignments
2. demonstrate competency in using the most current version of the *Diagnostic and Statistical Manual* by accurately coding mental health diagnoses through treatment planning assignments and report writing.
3. demonstrate the ability to perform an addiction clinical interview that culminates in a written biopsychosocial assessment and case presentation, evaluation of a client's mental status, and a treatment plan representative of their DSM-5 diagnosis.
4. demonstrate understanding of current research trends, ethical requirements, and diversity competencies related to addictions clinical work via group discussion, assignments and report writing.

Minnesota Licensed Alcohol and Drug Counselor Education Requirements

Minnesota Statutes, section 148C.04, subdivision 5a.

-(3) screening, intake, assessment, and treatment planning

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Related Standards (2009 draft):

Addictions Counseling: ASSESSMENT

G. Knowledge

1. Understands various models and approaches to clinical evaluation for addiction, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
2. Knows specific assessment approaches for determining appropriate level of care for addiction problems.

3. Understands assessment of biopsychosocial and spiritual history and needs as well as family psychiatric, significant medical, and addiction histories.
- H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
 2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.
 3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental disorders.
 4. Assists clients in identifying the effects of addiction on life problems and the effects of continued harmful use or abuse.
 5. Applies assessment of clients' stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
 6. Assesses for the presence and extent of co-occurring process addictions.

COURSE REQUIREMENTS

EVALUATION

#	Assignment	Due Date (all items due to Dropbox)	Points
1	Case Study & Assessment Report Form	Week 3 (due 1/31/14 by 11:59 PM)	50
2	D2L Discussion #1	Weeks 5 (due 2/11 & 2/14, 11:59 PM)	25 (1 original posts and 2 responses)
3	Midterm Exam	Week 8 (due 3/7/14 by 11:59 PM)	50
4	Rule 25 Assessment	Week 10 (due 3/28/14 by 11:59 PM)	50
5	D2L Discussion #2	Week 13 (due 4/15 & 4/18, 11:59 PM)	25 (1 original posts and 2 responses)
6	Final Exam	Week 16 (due 5/8/14 by 11:59 PM)	100
	Total		300

GRADE SCALE

Percentage	Points	Grade
100-93%	300-277	A
92-86%:	276-256	B
85-79%:	255-235	C
78-72%	234-213	D

LATE WORK WILL NOT BE ACCEPTED.

ASSIGNMENTS

EXAMS (Midterm Exam 50 points; Final Exam 100 points). The Midterm & Final Exams will be project-based and are to be turned in the course Dropbox on dates due.

D2L DISCUSSIONS (25 points each; 50 points total—*See top of p. 5 of course syllabus for Discussion descriptions*). Students will discuss specific topics outlined by the instructor (see D2L “Discussion” section). Course texts and scholarly literature should be used to support comments and opinions, to include citing at least one reference in each post to support your comments and opinions about that topic. Students are required to respond to at least two other students’ posts. Each discussion topic will be graded by the rubric on top of p. 4 of course syllabus.

- Discussion Question #1—Post opens Sunday 2/10/14, 12:01 AM; original post due Tuesday, 02/11/14, and comments to others due Friday, 02/14/14 (closes 11:59 PM).
- Discussion Question #2—Post opens Sunday 4/13/14, 12:01 AM; original post due Tuesday, 4/15/14, and comments to others due Friday, 04/18/14 (closes 11:59 PM).

Grading Rubric 2: D2L Discussion Questions

Points Possible	Description (For each discussion topic, students will earn from 0-25 points.)
0 points	No posts or comments. You will receive 0 points unless you make an original post <u>and</u> respond to 2 other students' posts. All posts <u>must</u> be completed by dates due!
1-9 points	Original post limited in discussion, no references cited to support comments, and responses to others' posts minimal and "atta boy/girl" quality.
10-18 points	Original post lacking in discussion and depth; references cited to support comments lack academic rigor or dubious; lower quality responses to others' posts.
18-25 points	Original post thoroughly discussed and rigorous, references cited of academic merit and applicability, and responses to others' posts are thorough and thoughtful.

Tentative Course Schedule

Week of	Topics & Assignments
1 1/13-17	<i>Introduction & Course Overview</i> Syllabus and assignments; APA format; licensure & core functions. Read: <u>DSM-5, Introduction</u> , pp. 5-17, and <i>Use of the Manual</i> , 19-24.). Read <i>Substance-Related and Addictive Disorders</i> under <i>Highlights of Changes from DSM-IV to DSM-5</i> of the Appendix (pp. 815-816).
2 1/20-24	Read: <u>DSM-5 Substance-Related and Addictive Disorders</u> , pp. 481-589.
3 1/27-1/31	Read: <u>DSM-5 Cultural Formulation</u> , pp. 749-759. Assignment #1 , <i>DSM-5 Case Study and Assessment Report Form</i> , 50 points, due to Dropbox by Friday, 1/31/13, 11:59 PM.
4 2/3-7	Read: <u>Practicum & Internship</u> , Chapter 3, <i>Practicum Content Issues</i> , pp. 43-72, and Chapter 4, <i>Practicum Process Issues</i> , pp. 73-98. Then, review the Form 90 intake instrument at: http://pubs.niaaa.nih.gov/publications/ProjectMatch/match05.pdf
5 2/10-2/14	Substance Use Disorder (SUD) Screening and the SBIRT Model Discussion Post #1 due
6 2/17-21	SUD Comprehensive Assessment; ASAM 6 Dimensions and Patient Placement Criteria
7 2/24-2/28	The Transtheoretical Mode (TTM—the <i>Stages of Change</i>); Self-Determination Theory (SDT); and the Substance Abuse Treatment Scale (SATS—the <i>Stages of Treatment</i>)
8 3/3-3/7	Assignment #2—Mid-Term Exam , <i>Integrative Paper and Case Presentation</i> , 50 points, due to Dropbox by Friday, 3/7/14, 11:59 PM
9 3/10-14	Minnesota Department of Human Services (DHS) Rule 24 (CCDTF) and the Rule 25 Assessment
XXXXX 3/17-21	Spring Break—No Classes!
10 3/24-28	Clinical Skills (Motivational Interviewing, the MAGIC Assessment, etc.) Assignment #3 , <i>Rule 25 Assessment</i> , 50 points, due to Dropbox by Friday, 3/28/14, 11:59 PM.
11 3/31-4/4	MN DHS Rule 31 Paperwork
12 4/7-4/11	Treatment Planning and the SMART Process
13 4/14-4/18	<u>TIP 42—Substance Abuse Treatment for Persons with Co-Occurring Disorders</u> , and Integrated Dual Disorders Treatment (IDDT) Discussion Post #2 due
14 4/21-4/25	<u>TIP 42 & IDDT</u> , continued; integrated treatment planning
15 4/28-5/2	Special Populations: <i>Substance Abuse and the Elderly; Women; Adolescents</i> Special Tropic: <i>Process Addictions: Screening, Assessment & Treatment</i>
16 5/5-8	Assignment #4—Final Exam , <i>Integrative Case Presentation, Assessment, and Treatment Plan</i> , 100 points, due to Dropbox by Thursday, 5/8/14, 11:59 PM

DISCUSSION QUESTION DESCRIPTIONS

Discussion #1: Assessing Alcohol Problems. Read *Introduction* and *Overview* sections from: *ASSESSING ALCOHOL PROBLEMS: A Guide for Clinicians and Researchers, Second Ed.*, NIH Publication No. 03-3745, Revised 2003, by John P. Allen and Veronica B. Wilson (Eds.), available on-line at: <http://pubs.niaaa.nih.gov/publications/AssessingAlcohol/index.htm>. Then, select a chapter from this manual, read it, and briefly summarize insights gained and how these insights can contribute to your current or future clinical practice. (Make adaptations to DSM-5 when/where needed.) Post open Sunday, 2/9/14, and are due by Tuesday, 2/11/14; respond to two peer's posts by Friday, 2/14/14. *Unlocked: Feb 9, 2014, 12:01 AM - Feb 14, 2014, 11:59 PM.*

Discussion #2: TIP#42. Read through **TIP-42, *Substance Abuse Treatment for Persons with Co-Occurring Disorders*** available on-line at: <http://www.ncbi.nlm.nih.gov/books/NBK64197/pdf/TOC.pdf>. Then, select a chapter from this manual, read it, and briefly summarize insights gained and how these insights can contribute to your current or future clinical practice. Post opens Sunday, 4/13/14, and are due by Tuesday, 4/15/14; respond to two peer's posts by Friday, 4/18/14. *Unlocked: Apr 13, 2014 12:01 AM - Apr 18, 2014 11:59 PM.*

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

APPENDIX A: STUDENT NOTICES

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at: <http://www.winona.edu/diversity/estatement.asp>

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Communication: Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L, and it the each student's

responsibility to monitor their WSU email account daily.

[http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

Confidentiality Notice: As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

Recording Policy: Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

ACADEMIC INTEGRITY POLICY

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at:

<http://www.winona.edu/sld/academicintegrity.asp>

Academic Dishonesty: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy: Due to the clinical nature of this course, visitors of any age are not allowed without the instructor’s prior approval.

Campus Resources:

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, Nmiranda@winona.edu
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488 Sparks@winona.edu

Other:

- Student Support Services, Howell Hall 133, 457-5465 (<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)

- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBT Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

For additional information see:

- *WSU Counselor Education Program Student Handbook*
[http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)
- *WSU Graduate Catalog 2013-2014* at: <http://catalog.winona.edu/index.php>

For additional information see:

- *WSU Graduate Catalog 2013-2014* at: <http://catalog.winona.edu/index.php>
- *WSU Spring 2014 Academic Calendar* at:
http://www.winona.edu/calendars/Media/20145_SPRING_2014_ACADEMIC_CALEDAR_2013102

[4.pdf](#)