



Chaminade University

OF HONOLULU

Course Syllabus

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: 711

Course Title: Substance Use Disorder and Addictions Counseling

Department Name: MSCP; Behavioral Health

Term: Winter 2024

Course Credits: 3

Class Meeting Days: Thursday

Class Meeting Hours: 5:30-9:30 pm

Class Location: Henry Hall 202

Instructor Name: Desrae Kahale

Email: Desrae.kahale@chaminade.edu

Phone: 808.722.2437 or Office (808).235.7393

Required Textbooks:

1. Treatment Strategies for Substance and Process Addictions by [Robert L. Smith](#)
ISBN-13: 978-1556203534
2. Basic Psychopharmacology for Mental Health Professionals by Richard Sinicola, Timothy Peters-Strickland, et al. ISBN-13: 978-0134893648

Learning Material and Resources:

Ayer, L., Ramchand, R., Karimi, G., & Wong, E. C. (2022). Co-occurring alcohol and mental health problems in the military: Prevalence, disparities, and service utilization. *Psychology of Addictive Behaviors*, 36(4), 419–427. <https://doi-org.ezproxy.chaminade.edu/10.1037/adb0000804>

Biegel, D. E., Kola, L. A., & Ronis, R. R. (2007). Supporting the implementation of evidence-based practices for adults with co-occurring mental and substance use disorders. *International Journal of Behavioral Consultation and Therapy*, 3(1), 1–12. <https://doi-org.ezproxy.chaminade.edu/10.1037/h0100179>

Drake, R. E., Mueser, K. T., Brunette, M. F., & McHugo, G. J. (2004). A Review of Treatments for People with Severe Mental Illnesses and Co-Occurring Substance Use Disorders. *Psychiatric Rehabilitation Journal*, 27(4), 360–374. <https://doi-org.ezproxy.chaminade.edu/10.2975/27.2004.360.374>

Kim, R. J., & Jackson, D. S. (2009). Outcome evaluation findings of a Hawaiian culture-based adolescent substance abuse treatment program. *Psychological Services*, 6(1), 43–55. <https://doi-org.ezproxy.chaminade.edu/10.1037/a0014750>

Kirkner, A., Relyea, M., & Ullman, S. E. (2018). PTSD and problem drinking in relation to seeking mental health and substance use treatment among sexual assault survivors. *Traumatology*, 24(1), 1–7. <https://doi-org.ezproxy.chaminade.edu/10.1037/trm0000126>

Ogloff, J. R. P., Talevski, D., Lemphers, A., Wood, M., & Simmons, M. (2015). Co-occurring mental illness, substance use disorders, and antisocial personality disorder among clients of forensic mental health services. *Psychiatric Rehabilitation Journal*, 38(1), 16–23. <https://doi-org.ezproxy.chaminade.edu/10.1037/prj0000088>

Ruiz, M. A., Douglas, K. S., Edens, J. F., Nikolova, N. L., & Lilienfeld, S. O. (2012). Co-occurring mental health and substance use problems in offenders: Implications for risk assessment. *Psychological Assessment*, 24(1), 77–87. <https://doi-org.ezproxy.chaminade.edu/10.1037/a0024623>

University Course Description:

This course is designed to increase the student's understanding of alcohol abuse assessment and counseling. The course emphasizes the goals, strategies and skills needed to be an effective mental health professional working with addictions and substance use disorders.

Course Approach

Substance use disorder counseling will be taught from the perspective of the treatment provider, therapist, intake assessor, case manager, alternative treatment modalities using lecture, student group projects, reading material and dyad experiences.

Students will learn how to develop a treatment plan based on the individual client's needs and how to assess and collect information necessary for the treatment of substance use disorder. Students will develop therapy skills through practice of progress note documentation, assessments, and research.

ACA 2014 Code of Ethics

Section C: Professional Responsibility Introduction

It is encouraged that counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

The MSCP Core Learning Outcomes

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

Learning Outcomes

By the end of our course, students will be able to:

1. Objectively examine all approaches to the problem of substance use disorder.
2. Integrate the practical and caring side of substance use disorder and identify the appropriate application of counseling theories.
3. Examine cultural influences and how they interact with substance use disorder
4. See how substance use disorder affects the individual, family systems and behavioral patterns.
5. Explore the recovery process
6. Apply Evidenced Based Practice modalities and techniques
7. Complete the assessment and intake interview process
8. Demonstrate how to write progress notes and treatment plans
9. Redirect "enabling" behaviors into support for the individual with substance use disorder.
10. Examine the ethical issues relative to substance use counseling

11. Use the scientific method used in research and indicate how these methodologies apply to the treatment of substance use disorder
12. Demonstrate the assessment and interpretation of substance use disorder using a variety of instruments
13. Formulate communication about substance use disorders utilizing a variety of media formats.
14. Evaluate research on substance use disorders.
15. Assess key issues in substance use disorders.
16. Evaluate substance use disorder problems and treatment programs for diverse populations.
17. Evaluate theories and models of substance use disorders.
18. Evaluate the key elements of the DSM as they apply to addictions and related disorders.
19. Determine cultural diversity and gender issues that may influence diagnosis and treatment approaches.
20. Analyze legal and ethical issues of inpatient treatment.
21. Evaluate current research and theory in addiction and related disorders.

The Marianist Educational Values:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice, and peace
- Educate for adaptation and change

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty, and staff to excellence and maturity, because the acceptance and love of a community give its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware of that philosophy to remain vibrant in changing times, adaptations need to be made. Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by the Chaminade University of Honolulu, St. Mary’s University, and University of Dayton.

Our activities within this course align with the Marianist approach to education that links theory and practice, liberal and professional education. Through your effort, you will develop an awareness of scientific research and through the use of technology transform your ideals and transmit your findings to your final product in this assignment. The Marianist values will be integrated into this course as we successfully work towards the goal of completing our learning phases. For example:

Your assignment in week 1, the video titled Bill W articulates the value of faith, which requires movement of the heart as well as an assent of the mind. In this lesson, be mindful of the strategies that Bill W uses to incorporate the idea of a “higher power” in the treatment of addiction. As stated as one of the Marianist characteristics of education, only communities of faith and love would bring about social transformation. You will actively learn how to assist the transformation of an individual with substance use disorder through this course lessons.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	1, 2, 3	3	1, 2
Program Learning Outcomes	7, 10, 13	3, 16	3, 12, 17,6, 11

Required Learning Materials

Text: Smith, Robert., Treatment Strategies for Substance and Process Addictions. Robert Smith. Alexandria, Virginia., American Counseling Association

Course Website: [CANVAS](#)

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

ASSESSMENT

Research Paper = 100

case study power point = 100

Community resource page = 100

Quizzes 3 @ 10 = 30

Discussion post 3 @ 10 pts = 30

DYADS 9 @ 5 = 45

A 405 – 355 = 90% and above

B 354 – 340 = between 80-89% of total points

C repeat the course = below 80% points

Grading Scale

Numerical Points	Letter Grade	Descriptor	Explanation
100-94	A	Excellent	Completes <u>all</u> required parts of the assignment, demonstrates <u>deep</u> understanding of materials, uses <u>very</u> clear and effective expression appropriate to scholarly writing, and has <u>very few or no</u> errors in grammar, mechanics, and APA formatting.
93-90	A-		
89-87	B+	Good	Completes <u>all or most</u> required parts of the assignment, demonstrates <u>good</u> understanding of readings, uses <u>mostly</u> clear and effective
86-83	B		

			expression appropriate to scholarly writing, and has <u>few</u> errors in grammar, mechanics, and APA formatting.
82-80	B-	Fair	Completes <u>most</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>somewhat</u> clear, effective, and scholarly, and has <u>some</u> errors in grammar, mechanics, and APA formatting.
79-77	C+		
76-73	C	Poor	Completes <u>some</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>several</u> errors in grammar, mechanics, and APA formatting.
72-0	F	Unacceptable	Completes <u>few</u> required parts of the assignment, demonstrates <u>little</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>many</u> errors in grammar, mechanics, and APA formatting.

Course Policies

Be aware of the following policies to increase the likelihood that you will succeed without the added stress and loss of time.

Late Work Policy

So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not be predictable especially during the current time. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me before class starts and that all assignments are due on the date that is posted on the syllabus.

Writing Policy

Title Page

A title page is required for all papers. The *title* should summarize the main idea of the paper simply and, if possible, in a way that is engaging for readers. For research papers, it should be a concise statement of the main topic of the research and should identify the variables or theoretical issues under investigation and the relationship between them. Although there is no prescribed limit for title length in APA Style, authors are encouraged to keep their titles focused and succinct. Research has shown an association between simple, concise titles and higher numbers of article downloads and citations (Hallock & Dillner, 2016; Jamali & Nikzad, 2011).

Format. The text should start on a new page after the title page and abstract (if the paper includes an abstract). On the first line of the first page of the text, write the title of the paper in title case, bold, and centered. The text should be left-aligned, double-spaced paragraphs, with the first line of each paragraph indented by one tab key (0. Use headings as needed and appropriate within the text to separate sections and to reflect the organizational structure of the content. Do not start a new page or add extra line breaks when a new heading occurs; each section of the text should follow the next without a break.

Font

APA Style papers should be written in a font that is accessible to all users. Historically, sans serif fonts have been preferred for online works and serif fonts for print works; however, modern screen resolutions can typically accommodate either type of font, and people who use assistive technologies can adjust font settings to their preferences. Thus, a variety of font choices are permitted in APA Style; also check with your publisher, instructor, or institution for any requirements regarding font.

Use the same font throughout the text of the paper. Options include

- a sans serif font such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode or
- a serif font such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the latter is the default font for LaTeX).

Reference

The *reference list* provides a reliable way for readers to locate the works authors cite to acknowledge previous scholarship. References are used to document and substantiate statements made about the literature, just as data in the paper are used to support interpretations and conclusions. The references cited in the paper do not need to be exhaustive but should be sufficient to support the need for your research and to enable readers to place it in the context of previous research and theorizing.

Start the reference list on a new page after the text and before any tables, figures, and/or appendices. Label the reference list "References," capitalized, in bold, and centered. Double-space all reference list entries (including between and within references). Use a hanging indent for all references, meaning that the first line of each reference is flush left and subsequent lines are indented by 0.5 in. Use the paragraph-formatting function of your word-processing program to automatically apply the hanging indent. For the order of works in the reference list.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Desrae.kahale@chaminade.edu. Communicated by phone or zoom conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I am a mandated reporter and must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing me at the Chaminade email address, calling me or by leaving a message on my office phone before class starts will justify an excused absence.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences will put you at risk for failing grades or withdrawal.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

Based on your course requirements provided, here's a breakdown of how the 135 student engagement hours are allocated:

In-class activity:

- Class attendance and participation: 37.5 hours

Research and Writing:

- Researching and writing the five-page research paper: 25 hours

Discussion Posts:

- Creating 3 discussion posts: 3 hours (1 hour per post)

Projects:

- Community resource project and 15-page PowerPoint presentation: 60 hours

Quizzes and Reading:

- Quizzes and reading assignments: 9.5 hours

Keep in mind that these are approximate times and actual time spent may vary depending on student skills and the complexity of each task.

Psychologist and Self Care

[https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care](https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear%20Mental%20Health%20Practitioners,%20Take%20Care%20of%20Yourselves%3A%20a%20Literature%20Review%20on%20Self-Care)

ACA Ethical Guideline

Assignments and Projects

Research Paper = 100 pts

For this activity, read three scholarly articles on the treatment of substance use disorder and co-occurring diagnoses. Then, prepare a brief paper in which you **compare and contrast** the three articles. Address the following in your paper:

- Identify each article and briefly describe the main contribution(s) to the field of treating substance use disorder (SUD).
- Discuss the findings that each article presents in their research, ideas, or programs.
- Discuss any similarities you see in comparison to each research article.
- Note how each one differed.
- Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on SUD.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately.

Length: APA format and 4-5 pages not including the cover and reference page.

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policies.

SUD Case Study Group Project = 100 pts

Each group of 2 students will analyze and create a case study. Your group will complete questionnaires through dyads in class to practice administering the AUDIT, CAGE, DAST, ASAM and the ASI. In addition to the information, you are given about the client, you must expand upon the case history to include information about past issues with mental health and any family history of either addiction or mental health concerns.

As a group or individually, you will need to be creative because your case studies (from the course text) are limited and give a short description of the client therefore, you must expand your awareness of this population by completing research, interviews, readings, videos etc. and as a group or individual bring your research together to collaborate as a whole.

For this assignment, imagine you are (as a group) an intake coordinator for an addiction treatment center that offers both inpatient and outpatient addiction treatment options, as well as a multitude of other less intensive services.

Overall, the case you choose has presented for evaluation to you, and your task is to give this case study client the assessment materials, use the information you gather from those assessments to determine if they meet the criteria for a substance use disorder, and then present their case to a treatment team to discuss a plan for recommended care.

Prepare a narrated PowerPoint presentation for your meeting. In the presentation, be sure to include the following:

- Client name and demographic information
- History of substance use and or addiction(s), including any prior treatment
- History of mental health issues (there must be at least one other mental health issue included in your case)
- History of family mental health or addiction history
- Summary of the results of assessments
- Diagnostic codes from DSM-5 of SUD and at least one other mental health disorder diagnosis
- Recommended plan of action for the client (using the ASAM criteria for treatment).
- 1 slide needs to explain the course of psychopharmacology treatment for the client describing: whether the client had been prescribed medications and stopped them, whether it has been recommended for the client to see medical professional for medication (physical and or mental conditions) consult, diagnosis(es) and types of medications that may be optimum for treatment as referenced by the text or other journal articles.

Remember, the audience for the treatment team will include the medical director, the nursing director, the clinical director, at least two addiction therapists, and a case manager.

Incorporate appropriate animations, transitions, and graphics as well as speaker notes for each slide. The speaker notes may be comprised of brief paragraphs or bulleted lists and should cite material appropriately. Add audio (optional) to each slide using the *Media* section of the *Insert* tab in the top menu bar for each slide.

Support your presentation with at least five scholarly resources. In addition to these specified resources, other appropriate scholarly resources may be included.

Length: 12-15 slides (with a separate reference slide)

Notes Length: 275-350 words for *each slide*

Community Resources = 25pts

For this activity, you will locate resources with a class partner. The focus is to help those with substance use disorders in **recovery** and to experience the process of case management. Since this activity requires finding resources for the recovering individual with SUD, it will be necessary for you to present resources that are attainable and primary to the recovering client who has **completed treatment**. You will present to your class what you have researched and prepare to inform your class of the resources available in the community. This is a learning model to emphasize community resources outside of treatment. **DO NOT INCLUDE TREATMENT CENTERS OR FACILITIES** as part of your resource list. This activity is to emphasize the concept of **case management** and the importance of referrals for clients needing services outside of treatment. You may present in a video or power point or photos or animation or slide show. Keep your presentations limited to 8 minutes.

You will need to prepare a list of resources with the following:

- Current description of resources in Hawaii (i.e. financial, housing, employment, sober supports etc.)
- Contact number and resource address
- Specify if resource is for males, females or family
- Eligibility requirements for a client to qualify for the resource
- Prepare to explain these resources in a brief presentation and get as creative as you need.
- These resources should be uploaded to the PSY 711 google drive and made available to class. Length of resource presentation: 8 minutes

DYADS = 5 pts

You will practice your therapy skills with other students who will role-play an individual who is being assessed for treatment. **You will integrate components of therapy, case management, treatment planning, documentation, and diagnosing by practicing the intake, assessment, and therapy process.**

Through this learning experience and process, you will integrate the Marianist perspective of embracing diverse people and cultures as you learn about the human spirit in the recovery process. It is through the practice of faith in your client's process, that the therapeutic alliance between practitioner and client becomes workable, respectable, and strengthened.

DYADS will be completed either through break-out rooms on zoom or in class. Please read prompts in the assignment listing in canvas.

Discussion Posts 10 pts: Discussion, like writing assignments must meet scholarly criteria. In most discussions, you will be required to upload at least two discussion posts entries. One is the "content post" which the response to the discussion questions or issues will be noted in the canvas "discussion" menu. The second will be the "response post" which is your response to the content post of another student or your instructor's posts.

Content is important and each discussion will have its own specific topic area. Where required you will provide outside references, professional experience, or other supportive information.

Response post: Your response post should be a substantive response to the post of another student's content post. Your response should go beyond comments such as "how interesting" or "I like what you said". You may add information to the content post, ask an informed question, or share some professional experience related to the post. You may even be critical of the content post, as long as you maintain a scholarly tone of voice, and where possible, present a reference to support your point. Remember it's appropriate to critique information, but not to critique the student.

All posts should have breadth, substance, and add meaning to the discussion. All discussion posts, whether content posts or response post must be carried out in a professional tone of voice, using proper grammar and sentence structure, and where appropriate following APA form and style in citing outside resources.

DATE	Class Strategy	Assignments Due
Class 1	<p>Intro Syllabus review Video: Pleasure Unwoven</p> <p>Ch. 1 & 2 review from Text: <u>Treatment Strategies</u></p> <p>DYAD 1 : Tx planning worksheet</p>	<p>Read Ch. 1: Addictions an Overview Ch 2: Alcohol addiction</p> <p>DYAD (tx planning) in class</p>
Class 2	<p>CSAC Credentialing</p> <p>Review: Ch 4: Marijuana Addiction Ch 5: Meth Addiction</p> <p>Review: psychopharmacology Ch. 1, 2 & 3</p> <p>DYAD 2: SUD Intake</p>	<p>Read CH. 4 & 5</p> <p>Read Psychopharmacology Ch. 1, 2 & 3</p> <p>DYAD (SUD) in class</p> <p>Extra Credit: Neuroscience</p>
Class 3	<p>Review CH. 6: Prescription Addiction</p> <p>Documentation PPT</p> <p>DYAD 3: ASAM assessment</p>	<p>Read Ch. 6 Prescription Drugs Summary</p> <p>quiz: sexually transmitted diseases due</p> <p>Post Discussion #1</p> <p>DYAD 3: ASAM assessment in class</p>
Class 4	<p>Review ch. 7 Pathological Gambling (Case of Jerry PPT)</p> <p>DYAD 4 Mental Health Screening DYAD 5: ASI assessment</p>	<p>DYAD 4 & 5</p> <p>quiz: bi polar co-occurring diagnosis</p>
Class 5	<p>Review: CH 8 - Sexual Addiction (PPT Case of Jerry)</p>	<p>DYADs 6, 7, 8</p>

	<p>DYAD 6: Identifying relapse triggers and cues</p> <p>DYAD 7: CAGE AID</p> <p>DYAD: Step Study Inventory</p>	
Class 6	<p>Ch 8: Psychopharmacology Treatment of Psychotic Disorders</p>	<p>Read Fentanyl Fentanyl quiz due</p> <p>Watch: you tube video: Opioid Crisis</p> <p>post discussion #2</p>
Class 7	<p>Read Ch 13 Psychopharmacology: Treatment of Chemical Dependency and Co-occurring Disorders</p>	<p>Research Paper Due</p>
Class 8	<p>Complete Community Resource Project</p> <p>Presentation Case Study Projects</p>	<p>Community Resource Project</p> <p>Discussion #3 post due</p>
Class 9	<p>DYAD 9: Identifying Conflict themes</p> <p>Presentations Case Study Projects</p>	<p>Adolescents and Addiction quiz</p>
Class 10	<p>Presentations Case Study Projects</p>	

Tech Tools

PowerPoint

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[10 Tips on creating a powerpoint](#)

How to convert a PowerPoint to Google Slides

1. Open **Google Drive**.
2. Select "New" in the upper left-hand corner of the screen.
3. Select "**Upload** File." Choose to **upload** a new file. ...
4. Select the desired **PowerPoint presentation** or desired presentation.
5. After **uploading**, right click and select "Open with," then select "**Google Slides**." ...
6. Select "File."
7. Select "Save as **Google Slides**."

How to share a video on Google Drive

1. Open your Google drive account.
2. Click the "+New" button on the left hand side and upload your video from your computer. If your video file is already uploaded to Google Drive, locate it in your Drive's file list.
3. Click on the video file once to highlight it.
4. Right-click on the file name to open a menu of options.
5. Click "Share."
6. In the pop-up window that appears, type in the contact name or email address of the person that you want to share the video with.
7. Click "Send."

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