North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision:
To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission
The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus
CON 5327-OL1
Treatment of Addictive Disorders
ONLINE - Asynchronous
Fall 2023
3 Credit Hours

Instructor:	Latasha Yvonne Hicks Becton, PhD, NCC, LCMHCS, LCAS, CCS
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Office Hours:	Office Hours Virtual by appointment only.

During office hours, Dr. Becton is available via phone or WebEx. Please schedule an appointment if you need synchronous time with me.

Email Correspondence is the best way to reach us**:** When contacting us via email, please include "CON 5327" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. Our typical response time is 48 to 72 business hours.

REQUIRED TEXTBOOKS & MATERIALS:

Miller, W. R., Forcehimes, A. A., & Zweben, A. T. (2019). *Treating addiction: A Guide for professionals (2nd).* ISBN-13: 978-1462540440

Miller, W.R., & Rollnick, S. (2023) *Motivational interviewing (4th): Helping people change and grow.* Guilford Press. ISBN 9781462552795

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Substance Abuse and Mental Health Services Administration (2008). *Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice*. (TAP-21 Competencies)

COURSE CATALOG DESCRIPTION:

This course focuses on substance use and behavioral health issues as related to addiction prevention, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover prevention, treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU. CON 5306 is now a pre-requisite or co-requisite for this course. In limited cases, this course may also be available by direct permission from the instructor.

COURSE FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. *There are no required synchronous meetings for this course*. Supplemental readings/journal articles are posted online for the course, and there are opportunities for discussion. You may review video lectures, supplemental videos, and other relevant content as it is available.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU (http://nccu.Canvas.com). Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas (Instructure) account, please call Canvas or the IT department at 919-530-7676.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:
- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the student handbook. You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn how to get started in an online course.

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES
- Define, describe, and delineate the 12 core function of alcohol and drug counseling
- Identify strategies for implementing interventions to reduce the impact of substance use disorders and behavioral addictions on the individual, family group(s), and society
- Describe the role of counselors who work in settings that offer care for substance use and addictive behaviors
- Describe and identify principles of prevention, early intervention, and treatment for addictive disorders

STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. Analyze the process by which a client is determined appropriate and eligible for admission to a particular program. (G.S. 90-113.41A(a)(2)b).

2. Explain how to conduct an administrative and initial assessment procedure for admission to a program. (G.S. 90-113.41A(a)(2)b).

3. Describe the 5 parts of the Client Orientation process: a) general nature and goals of the program; b) rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; c) in a non-residential program, the hours during which services are available; d) treatment costs to be borne by the client, if any; and e) client's rights. (G.S. 90-113.41A(a)(2)b).

4. Explain procedures by which a counselor/program identifies and evaluates an individual's strengths, weaknesses, problems and needs for the development of the treatment plan. (G.S. 90-113.41A(a)(2)b).

5. Identify psychological, emotional, personality, and developmental issues. (G.S. 90-113.41A(a)(2)h).

6. Define co-occurring physical and mental disabilities. (G.S. 90-113.41A(a)(2)i).

7. Articulate models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.

8. Detect the importance of family, social networks, and community systems in the treatment and recovery process.

9. Identify a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.

10. Select 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.

11. Describe the application of assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

12. Distinguish between evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

13. Develop measurable outcomes for addiction counseling programs, interventions, and treatments.

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the Academic Honor Code.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in Canvas system to submit your work as a PDF or word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is asynchronous. Participation in the discussion board and your tracking history on Canvas is used to measure attendance. It is expected that you will attend class on a regular/weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss a discussion post, then points 25 will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day for schedule adjustment is August 25 at 4pm. The last day of classes is November 27, 2023.**

EARNING POINTS FOR COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit or set of Modules/Units to complete. You can find these by clicking on the "Learning Modules/Units" link on the navigation panel for our Canvas site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: quizzes, video lectures, supplemental videos, discussion board posts, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Once a due date passes for a module/unit folder passes, the folder and its contents will disappear. Once a folder disappears, its contents will not be made available again. Content within a Module/Unit folder cannot be made up once the due date has passed.

Additional information about each assignment will be posted on the course Canvas site. Please check Canvas and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

COURSE ATTENDANCE & PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student's final grade in the course.

Attendance & Dispositions – (100 points)

Students are expected to attend class meetings as scheduled and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors. Please review the rubric for assessment in Canvas. Students can expect random "quizzes" to verify attendance during the course.

Canvas Introduction

Canvas Introduction: For this assignment, you will a) change your profile picture on Canvas, b) make an introduction to your instructor and your peers as requested in the designated discussion board answering each of the posted questions related to this course, and c) respond to at least two peers' posts.
- **This assignment is due by Friday of the first week of classes (August 18, 2023).**

Course Readiness Quiz (50 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you earn all points.
- **This assignment is due by the first Wednesday after lasses start (August 16, 2023)**

Discussion Posts (3 X 50 points each – 150 points total)

There is a discussion at least once a week in this course. The class discussion is designed to help you keep up with the videos/readings and apply your learning. The first discussion is primarily reflective and does not require citations; however, if there are factual rather than reflective statements, citations should be included. There will be deductions for factual statements that do not include citations. Additional discussions are based on the readings for the week as well as your own research or independent reading. Please prepare at least 1-2 solid paragraphs (read: 7-8 complete sentences reflective of graduate level work) for each post and respond to at least two peers with at least 3-5 sentences each. Please use APA (7th edition) style when preparing your written work. All initial discussions posts should include reference to at least 2 recent (2017 or newer) peer-reviewed academic journal articles and with at least one (1) peer reviewed citation in each response. This means your textbooks are not counted as one of the 2 required sources. Yet, you should list them in your references if they are utilized. Posts that do not contain the required peer-reviewed citations will receive no grade (zero points).
- **Discussion 1: Introduction and Reflection is due the first week of classes**
- **Discussion 2 is about Spirituality and is due as scheduled.**
- **Discussion 3 is a Case Study and is due as scheduled.**

Quizzes (4 X 75 points each – 300 points total)

There are 4 quizzes which must be taken online via Canvas. Each quiz is worth 75 points (total of 300 points for quizzes). Each quiz consists of multiple choice, multiple answer, true/false, matching, and/or short answer items. Please be sure you have read all of the assigned text prior to starting the quiz. With the exception of short answer/open response items, quizzes and tests are automatically scored in Canvas as they are submitted. Correct answers will not be available until after the deadline.

It is your responsibility to remember to take your tests and quizzes. Once the due date ends for a test or quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a test or quiz, you will earn zero points for that quiz.

- Quizzes are due as scheduled. There will be at least one quiz for each unit.

Prevention Workshop (Partner or Small Group Project) (5 parts = 400 total points)

For this assignment, you will identify a topic/population of interest and prepare a prevention workshop. Examples include but are not limited to the following: reduction of opioid related deaths, marijuana use prevention in HBCU students, prevention of youth tobacco use, drug use prevention for student athletes, etc.. You may work in pairs or in groups of 3-4 people. Each presentation should include reference to *at least* 15 peer-reviewed academic sources. This means it is likely that you will need to review more than 15 articles, however, it is not necessary to prepare a written critique for each. It would also be to your advantage to do so. You will record a presentation of the workshop and upload it to YouTube or Vimeo.

Workshops/Presentations should contain the following:
- Five to seven (5-7) learning objectives (please review Bloom's Taxonomy)
- Introduction/rationale for the project
    - Your why (why are you personally interested in this topic)
    - Academic why (a brief description of the problem according to the scholarly literature)
    - Social significance/Their why (why should the audience be interested in this topic)
- The Problem: fully define/describe the problem from a social ecology and/or bio-psycho-social-spiritual perspective including it's historical and current impact on individuals, families, communities, and society as appropriate.
- Options: describe approaches to prevention. Intervention, harm reduction, etc. for the target behavior or group based on the scholarly literature.
- The Plan: describe the plan for addressing the target behavior(s) or groups.

Please review the assignment instructions on Canvas for instructions and tips about how to be successful with this assignment.
- **Part 1 (25 points): Topic + Group Identification is due by August 27, 2023.**
- **Part 2 (50 points): list of at least 10 of the 15 required references is due by September 8, 2023.**
- **Part 3 (150 points): Article Critiques/summaries of 15 *relevant* journal articles due by October 20, 2023.**
- **Part 4 (100 points): Recorded workshops (slides + YouTube/Vimeo links) are due by November 10, 2023.**
- **Part 5 (75 points): Responses to/evaluation of peer recordings are due by November 17, 2023.**

OPTIONAL ASSIGNMENTS
Opportunities to Earn Additional Points (up to 25 total points)

There are opportunities to earn additional points built into the course. Please review the appropriately labeled folder in Canvas for details. Opportunities are designed to enhance your learning in this course, your professional identity as a counselor, or to assist in your preparation for work and examination as a clinical mental health counselor.
- Prepare and submit your presentation to a professional conference. Earn up to 10 points. Due by October 31.
- Connect with the NCCU counseling center to learn how your program might support their program development needs. Prepare a presentation for them. Earn up to 15 points. Due by October 31, 2023.

PLANNED COURSE SCHEDULE
(suggested reading schedule plus deliverables)

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Canvas of any changes. Use this schedule as a guide for your preparation. You may not the text chapters are not in numerical order. This is intentional. Chapters are listed for Miller et al (2019). Students should also be reading the Miller & Rollnick (2023; 4th edition) or (2012; 3rd edition) text. The page numbers and chapters vary depending on which edition you are reading. Benchmarks are at the end of the syllabus. This course has a "nontraditional" Sunday/Monday-Wednesday-Friday schedule structure. Primarily, this is to help you plan your time and space out your readings. **Friday is our "class" day**. You are certainly welcome to read ahead at your leisure. In any case, be sure that you make your initial discussion posts by Thursday evening so that your peers will have an opportunity to review and respond by Sunday evening.

Read by Date	Readings should be completed by the indicated date to properly prepare for quizzes	Deliverables
As a note, this is an intensive schedule. My hope, however, is this reading schedule will help you prepare for your AADC exam as well as meet the learning objectives for this course!		
Monday, August 14	Canvas Orientation Course Syllabus TAP 21 Addiction Counseling Competencies pp. 171-188	**Attendance Quiz**
Wednesday, August 16	Chapter 1: Why Treat Addiction (about 8 pages) Chapter 2: What is Addiction (about 20 pages) TAP 21 Addiction Counseling Competencies p. v -p.34	**Course Readiness Quiz**
Friday, August 18	Chapter 3: How do Drugs Work (about 20 pages) TAP 21 Addiction Counseling Competencies pp. 35- 52	**Discussion 1 - About Me**
Sunday, August 20	Chapter 24: Professional Ethics (about 25 pages) Chapter 25: Implementing Evidence-Based Practice (about 20 pages)	
Monday, August 21	Chapter 4: Engaging (about 20 pages) Chapter 5: Screening, Evaluation, and Diagnosis (about 20 pages) TAP 21 Addiction Counseling Competencies pp. 35- 52 12 Core Functions & 46 Global Criteria	
Wednesday, August 23	Chapter 6: Withdrawal Management and Health Care Needs (about 25 pages) TAP 21 Addiction Counseling Competencies pp. 53-98	
Friday, August 25	Chapter 7: Individualizing Treatment (about 25 pages)	
Sunday August 27	Chapter 8: Case Management (about 15 pages) TAP 21 Addiction Counseling Competencies pp. 99-160	**Prevention Workshop Part 1 (Topics)**
Monday, August 28	TAP 21 Addiction Counseling Competencies pp. 189 to the end	
Wednesday, August 30	Chapter 7: Individualizing Treatment (about 25 pages) Chapter 8: Case Management (about 15 pages)	
Friday, September 1	Glossary of Motivational Interviewing Concepts Begin Reading the Motivational Interviewing Text if you have not already.	**Quiz 1**

Sunday, September 3	**Motivational Interviewing Benchmark 1**	****Quiz 1 Access Ends****
Monday, September 4	**Labor Day – University Closed.**	
Wednesday, September 6	Independent Research Continue Reading Motivational Interviewing	
Friday, September 8	Independent Research Continue Reading Motivational Interviewing	**Prevention Workshop Part 2 (Reference List)**
Sunday September 10	Independent Research **Motivational Interviewing Benchmark 2**	
Monday, September 11	Independent Research Continue Reading Motivational Interviewing	
Wednesday, September 13	Chapter 9: Brief Intervention (about 12 pages) Chapter 10: Motivational Interviewing (about 10 pages)	
Friday, September 15	Independent Research Continue Reading Motivational Interviewing	**Quiz 2**
Sunday, September 17	Continue Reading Motivational Interviewing	****Quiz 2 Access Ends****
Monday, September 18	Chapter 13: Contingency Management (about 10 pages) Chapter 14: A Community Reinforcement Approach (about 16 pages)	
Wednesday, September 20	Chapter 15: Working with Significant Others (about 7 pages) Chapter 16: Strengthening Relationships (about 22 pages)	
Friday, September 22	Independent Research Continue Reading Motivational Interviewing	
Sunday, September 24	Chapter 12: Meditation and Mindfulness (about 7 pages) Chapter 23: Addressing the Spiritual Side (about 17 pages)	
Monday, September 25	Chapter 17: Mutual Help Groups (about 20 pages)	
Wednesday, September 27	Chapter 18: Medications in Treatment (about 20 pages	
Friday, September 29	Independent Research **Motivational Interviewing Benchmark 3**	**Discussion: Spirituality**
Sunday, October 1	Independent Research Continue Reading Motivational Interviewing	
Monday, October 2	Independent Research Continue Reading Motivational Interviewing	
Wednesday, October 4	Independent Research Continue Reading Motivational Interviewing	
Friday, October 6	Independent Research Continue Reading Motivational Interviewing	**Quiz 3**

Sunday, October 8	**Please, take this day to catch up, rest, and/or care for your current/future self.**	****Quiz 3 Access Ends****
Monday, October 9	** No classes for students, fall break**	
Wednesday, October 11	Chapter 19: Stuff That Comes Up (about 15 pages) Chapter 20: Treating Co-Occurring Disorders (about 20 pages)	
Friday, October 13	Independent Research **Motivational Interviewing Benchmark 4**	**Discussion – Case Study**
Sunday, October 15	Independent Research & Completion of Article Critiques	
Monday, October 16	Independent Research & Completion of Article Critiques	
Wednesday, October 18	Independent Research & Completion of Article Critiques	
Friday, October 20	Independent Research & Completion of Article Critiques	**Prevention Workshop Part 3 (Article Critiques)**
Sunday, October 22	**Please, take this day to catch up, rest, and/or care for your current/future self.**	
Monday, October 23	Independent Research Continue working with your group to prepare your Prevention Workshop	
Wednesday, October 25	Continue working with your group to prepare your Prevention Workshop	
Friday, October 27	Continue working with your group to prepare your Prevention Workshop It's a good idea to have your slides prepared by this date.	
Sunday, October 29	Continue working with your group to prepare your Prevention Workshop It's a good idea to EDIT your slides as needed by this date.	
Monday, October 30	Continue working with your group to prepare your Prevention Workshop Start writing your audio/video script if you have not done so already.	
Wednesday, November 1	**Do a trial run of your recording software for your prevention workshop**	
Friday, November 3	Continue working with your group to prepare your Prevention Workshop **Do a trial run of your recording software for your prevention workshop**	
Sunday, November 5	Continue working with your group to prepare your Prevention Workshop **Troubleshoot recording issues. Be sure to check your audio quality.**	
Monday, November 6	Continue working with your group to prepare your Prevention Workshop	
Wednesday, November 8	Continue working with your group to prepare your Prevention Workshop	
Friday, November 10	Record and submit your final products.	**Prevention Workshop Part 4 (Video Links + Discussion questions)**

Sunday, November 12	Chapter 21: Facilitating Maintenance (about 10 pages) Review/Respond to Peer workshops, materials, and discussions	
Monday, November 13	Chapter 22: Working with Groups (about 20 pages) Review/Respond to Peer workshops, materials, and discussions	
Wednesday, November 15	Chapter 24: Professional Ethics (about 25 pages) - Yes, it's a repeat. Review/Respond to Peer workshops, materials, and discussions	
Friday, November 17	Chapter 25: Implementing Evidence-Based Practice (about 20 pages) - Yes, it's a repeat. Review/Respond to Peer workshops, materials, and discussions	**Prevention Workshop Part 5 – Responses**
Sunday, November 19	Review/Respond to Peer workshops, materials, and discussions	
Monday, November 20	**Last day of classes/final exams for non-law students**	**Quiz 4**
Wednesday, November 22	**University closed November 22-26.**	
Monday, November 27	**Please, take this day for self-care. You deserve it!!**	**Quiz 4 Access ends**
August 14, 2023: First day of classes August 25, 2023: 4pm; End of Add/Drop Period September 4, 2023: Martin Luther King Jr. Day Observance – no classes September 15, 2023: Last day to withdraw from the university and receive a prorated tuition adjustment/refund September 29, 2023: Midterm Progress Reports due by 4pm October 9-10, 2023: Fall Break October 11, 2023: Spring Registration Begins November 3, 2023: 4pm; Last day to withdraw from a class with a W/C grade November 22-26, 2023: Thanksgiving Recess November 27, 2023: Last day of classes +Grades for graduating students are due Friday, December 1, 2023.+		

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Course Readiness Quiz	50	First Wednesday
Attendance/Participation/Dispositions	100	ongoing
Graded Assignments		
Discussions (3 x 50 points each)	150	As scheduled
Quizzes (4 X 75 points each)	300	As scheduled
Prevention Program (multiple parts)	(400)	
Part 1: Topic + Group Identification	25	*Sunday, August 27
Part 2: Abbreviated Reference List	50	Friday, September 8
Part 3: Article Critiques (15 X 10pts each)	150	Friday, October 20
Part 4: Recorded Workshops (Slides + Video Links)	100	Friday, November 10
Part 5: Responses to peers	75	Friday, November 17
Total Available Points	1000	
Students are expected to participate in scheduled class meetings. *There will be reductions in total score for absences or dispositional concerns.* There will be zero extensions offered in this short summer course.		

Final Grading Scale	
Letter Grade	Point Total
A	900-1000
B	800-899.99
C	700-799.99
F	0-699.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Canvas as directed. Assignments submitted other than as directed will receive no score.

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTA Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

SPECIAL INFORMATION ABOUT COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:
To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Updates to NCCU's COVID-19 plans are posted at: https://www.nccu.edu/archived-coronavirus.

SELECTED/SUGGESTED SUPPLEMENTAL READING LIST

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Substance Abuse and Mental Health Services Administration. (2004). *Substance abuse treatment and family therapy: Treatment Improvement Protocol (TIP 39) Series*

Department of Health & Human Services (2004). *Fetal alcohol syndrome: Guidelines for referral and diagnosis.*

Substance Abuse and Mental Health Services Administration (2014*). TIP 52: Clinical supervision and professional development of the substance abuse counselor.*

Miller & Rollnick (2023) Motivational Interviewing: Helping People Change and Grow 4th Edition

Part I: Helping People Change and Grow – **Read by Benchmark 1**
Chapter 1 – The Mind and Heart When Helping
Chapter 2 – What is Motivational Interviewing?
Chapter 3 – A Flowing Conversation

Part II: Practicing Motivational Interviewing – **Read by Benchmark 2**
Chapter 4 – Engaging: "Can We Walk Together?"
Chapter 5 – Focusing: "Where are We Going?"
Chapter 6 – Evoking: "Why Would You Go There?"
Chapter 7 – Planning: "How Will You Get There?"

Part III: A Deeper Dive Into Motivational Interviewing – **Read by Benchmark 3**
Chapter 8 – Deeper Listening
Chapter 9 – Focusing: A Deeper Dive
Chapter 10 – Evoking: Cultivating Change Talk
Chapter 11 – Offering Information and Advice
Chapter 12 – Supporting Persistence
Chapter 13 – Planting Seeds
Chapter 14 – Responding to Sustain Talk and Discord
Chapter 15 – Practicing Well

Part IV: Learning and Studying Motivational Interviewing – **Read by Benchmark 4**
Chapter 16 – Learning Motivational Interviewing
Chapter 17 – Learning from Conversations about Change
Chapter 18 – Studying Motivational Interviewing
Glossary of Motivational Interviewing Concepts

Miller & Rollnick (2012) Motivational Interviewing 3rd Edition

PART I. WHAT IS MOTIVATIONAL INTERVIEWING? – **Read by Benchmark 1**
Chapter 1 – Conversations about Change
Chapter 2 – The Spirit of Motivational Interviewing
Chapter 3 – The Method of Motivational Interviewing

PART II ENGAGING: The Relational Foundation – **Read by Benchmark 1**
Chapter 4 – Engagement and Disengagement
Chapter 5 – Listening: Understanding the Person's Dilemma
Chapter 6 – Core Interviewing Skills: OARS
Chapter 7 – Exploring Values and Goals

PART III. FOCUSING: The Strategic Direction – **Read by Benchmark 2**
Chapter 8 – Why Focus?
Chapter 9 – Finding the Horizon
Chapter 10 – When Goals Differ
Chapter 11 – Exchanging Information

PART IV. EVOKING – Preparation for Change – **Read by Benchmark 3**
Chapter 12 – Ambivalence: Change Talk & Sustain Talk
Chapter 13 – Evoking the Person's Own Motivation
Chapter 14 – Responding to Change Talk
Chapter 15 – Responding to Sustain Talk and Discord
Chapter 16 – Evoke Hope and Confidence
Chapter 17 – Counseling with Neutrality
Chapter 18 – Developing Discrepancy

PART V. PLANNING: The Bridge to Change – **Read by Benchmark 3**
Chapter 19 – From Evoking to Planning
Chapter 20 – Developing a Change Plan
Chapter 21 – Strengthening Commitment
Chapter 22 – Supporting Change

PART VI. MOTIVATIONAL ITNERVIEWING IN EVERYDAY PRACTICE – **Read by Benchmark 4**
Chapter 23 – Experiencing Motivational Interviewing
Chapter 24 – Learning Motivational Interviewing
Chapter 25 – Applying Motivational Interviewing
Chapter 26 – Integrating Motivational Interviewing

PART VII. EVALUATING MOTIVATIONAL INTERVIEWING – **Read by Benchmark 4**
Chapter 27 – Research Evidence and the Evolution of Motivational Interviewing
Chapter 28 – Evaluating Motivational Conversations

Appendix A – Glossary of Motivational Interviewing Terms
Appendix B – A Bibliography of Motivational Interviewing