



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 5306 – OL1

Introduction to Addictions Counseling

(Asynchronous)

Fall 2024

3 Credit Hours

Instructor: Karlesia Montague, Ph.D., LCMHC, LCAS, NCC, CSI
Office: 2125 School of Education
Phone: 919.530. 5049
Email: kmontagu@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/kmontagu>
Office Hours: Monday 12:00 PM—5:00 PM (on campus)
Wednesday 8:00 AM – 1:00 PM (Virtual by appointment)

During office hours, I am available via phone or WebEx. I am available to meet on campus on Mondays, however, please verify with me prior to traveling to campus. I encourage you to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me. When contacting me via email, please include "CON 5306" 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. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4 pm, you will likely get a response from me by the following Tuesday at 4 pm since weekend days are not business days.



REQUIRED TEXTBOOKS & MATERIALS:

American Psychological Association (2020). [Publication manual of the American Psychological Association](#) (7th ed.). Author.

Furr, S. R., & Hunsucker, K. (2022). [Grief work in addictions counseling](#). Routledge. *Free access through NCCU Library

Inaba, D. & Cohen, W. (2014). *Uppers, downers, all arounds: Physical and mental effects of psychoactive drugs* (8th ed.). Steinbrenner.

[Video/DVD] - *Pleasure Unwoven: A personal journey about addiction* By Dr. Kevin McCauley (This can be purchased at the following link <http://www.instituteforaddictionstudy.com/products.html#>) for \$29.95 or rented via a link on Vimeo: <https://vimeo.com/ondemand/pleasureunwoven> for \$9.95; 48-hour streaming period)

SUPPLEMENTAL Text (see appendix for additional resources):

American Psychiatric Association. (2022). [Diagnostic and statistical manual of mental disorders](#) (5th ed, Text Revision). Author.

Brady, K. T., Levin, F. R., Galanter, M., & Kleber, H. D. (2021). [The american psychiatric association publishing textbook of substance use disorder treatment](#) (Sixth ed.). American Psychiatric Association Publishing *Free access through NCCU Library

Renner, J. A., Levounis, P., & LaRose, A. T. (2018). [Handbook of Office-Based Buprenorphine Treatment of Opioid Dependence: Vol. Second edition](#). American Psychiatric Association Publishing. *Free access through NCCU Library

COURSE CATALOG DESCRIPTION:

This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

COURSE GOALS:

The primary goals for the course are to deepen students understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment services.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

METHOD OF INSTRUCTION:

Readings
Video lectures
Film (including documentaries)
Module Discussions
Experiential activities (e.g., attending mutual support groups & abstinence project)
Group presentation

COURSE FORMAT and TECHNOLOGY:

This course is delivered online with asynchronous content. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, films, supplemental videos, and other relevant content as it is available.

Furthermore, this course will facilitate learning through the use of various tasks and activities designed to expand student awareness and insight on issues related to addiction.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU. Although we use Canvas, I will also integrate other apps to enhance learning such as SoftChalk, Harmonize, and VoiceThread. Every student has a username and password issued by the University. You are required to log on to the Canvas system at least twice per week in order to view course content which includes lectures from the instructor, supplemental videos, 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 or accepted.** If you have questions about your Canvas account, please call IT department at 919-530-7676.

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study – but more importantly – this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

CACREP STANDARDS ADDRESSED IN THIS COURSE

This course addresses the 2024 CACREP standards for core, Addiction Counseling and Clinical Mental Health Counseling by giving an overview of the history and etiology of substance use and addiction, assessment, diagnosis and intervention for substance use and other addictive disorders, and the roles and functions of counselors who provides services related to substance use and other addictive behaviors.

| CON 5306 Introduction to Addictions Counseling CACREP STANDARDS | | |
|---|--|---|
| Standard | CONTENT | METHOD FOR EVALUATION |
| the multiple professional roles and functions of counselors across specialized practice areas (CACREP Section 3.A.2) | Readings in Modules 1, 9-14 | Discussions |
| ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP Section 3.A.10) | Readings in Module 14 | Discussions |
| theories and neurobiological etiology of addictions (CACREP Section 3.C.5) | Video and readings in Modules 1-7, 9 | Discussions |
| use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CACREP 3.G.7) | Module 1-7, 9-12, 14 | Special Populations Project |
| neurobiological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP Section 5.A.1) | Video and readings in Modules 2, 9 | Discussions |
| risk and protective factors for substance use disorders (CACREP Section 5.A.2) | Readings in Modules 1-12 | Special Populations Project and Discussions |
| assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP Section 5.A.3) | Readings in Modules 1-7, 9 | Discussions & Special Populations Project |
| strategies for enhancing client motivation to change, managing cravings, and preventing relapse (CACREP Section 5.A.4) | Readings in Modules 10-13 | Discussions & Special Populations Project |
| abstinence and harm reduction models of addiction recovery (CACREP Section 5.A.5) | Video and readings in Modules 1-2, 11-12 | Discussions & Special Populations Project |
| evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery (CACREP Section 5.A.6) | Video & readings in Modules 9-13 | Special Populations Project and Discussions |
| pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention (CACREP Section 5.A.7) | Readings in Modules 1-7, 9-11 | Discussions |
| substance use recovery service delivery modalities and networks within the continuum of care, such as primary | Video and readings in | Special Populations Project and Discussions |

| | | |
|---|---|---|
| care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare (CACREP Section 5.A.8) | Modules 1, 10, 11, 14 | |
| recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP Section 5.A.9) | Readings in Modules 11-12 | Special Populations Project, and Discussions, and Mutual Support Group Attendance |
| culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process (CACREP Section 5.A.10) | Readings in Modules 9, 11-12 | Special Populations Project and Discussions |
| regulatory processes, continuum of care, and service delivery in addiction counseling (CACREP Section 5.A.11) | Video & readings in Modules 1, 10, 11, 14 | Discussions |
| strategies for interfacing with the legal system and working with court-referred clients (CACREP Section 5.A.12) | Readings in Modules 11, 14 | Discussions |
| third-party reimbursement and other practice and management issues in addictions counseling (CACREP Section 5.A.13) | Readings in Modules 10-12, 14 | Discussions |
| etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CACREP Section 5.C.1) | Readings in Module 9 | Discussions |
| mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare (CACREP Section 5.C.2) | Video & readings in Modules 1, 10, 11, 14 | Discussions |
| legislation and government policy relevant to clinical mental health counseling (CACREP Section 5.C.3) | Readings in Module 1, 14 | Discussions |
| intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP Section 5.C.4.) | Readings in Module 10-12, 14 | Special Populations Project and Discussions |
| techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Section 5.C.5.) | Readings in Module 9 -12 | Mutual Support Group Attendance Reflection and Discussions |
| strategies for interfacing with the legal system regarding court-referred clients (CACREP Section 5.C.6) | Readings in Modules 11, 14 | Discussions |
| strategies for interfacing with integrated behavioral health care professionals (CACREP Section 5.C.7.) | Readings in Modules 9, 10-12, 14 | Discussions |
| strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (CACREP Section 5.C.8) | Readings in Modules 9, 11-14 | Discussions |
| skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders (CACREP Section 5.H.12) | Readings in Module 3, 9, 11-13 | Discussions |



KEY PERFORMANCE INDICATORS

KPI #1) Clinical Mental Health Counseling: Students will demonstrate knowledge of different types of assessment tools, and treatment modalities related to addiction and trauma and grief (K)- Special Populations project.

STUDENT LEARNING OUTCOMES

As a result of completing this course, students will be to

1. Recall the history of psychoactive drug use and the development of substance use disorders.
 - [CACREP 5.C.1]
2. Compare and contrast models of addiction.
 - [CACREP 5.A.5]
3. Describe the neurobiological impact, physiology and pharmacology of drugs of abuse and intoxication/withdrawal syndromes for drugs of abuse and interaction with psychoactive medications.
 - [CACREP 3.C.5.; 5.A.1., 5.A.3., & 5.A.7.]
 - [NC GS. 90-113.41A.(a)(2)a]
4. Describe the roles and functions of counselors who provide prevention, intervention, treatment, and recovery support for people with substance use disorders.
 - [CACREP 3.A.2.]
 - [NC GS. 90-113.41A.(a)(2) b, c, d, e, f, g]
5. Apply the principles of biopsychosocial assessment in the context of ASAM criteria.
 - [CACREP 5.A.3., & 5.C.4]
 - [NC GS. 90-113.41A.(a)(2)b, d, h]
6. Explain the ASAM criteria and how it used to determine treatment modalities and levels of care.
 - [CACREP 5.A.6, 5.A. 8., 5.A.11., & 5.C.2]
7. Differentiate symptoms of substance use and mental health disorders.
 - [CACREP 3.G.11.]
 - [NC GS. 90-113.41A.(a)(2)i]
8. Describe how co-occurring disorders interact and impact the recovery process.
 - [CACREP 5.A.1]
9. Synthesize relevant literature to demonstrate understanding of special populations and cultural considerations in counseling for substance use disorders across the lifespan.
 - [CACREP 5.A.1-11.]
 - [NC GS. 90-113.41A.(a)(2)j]
10. Describe the potential impact of mutual support groups for substance use and mental health recovery support.
 - [CACREP 5.A.4, & 5.A.9.]
 - NC GS. 90-113.41A.(a)(2)k]
11. Describe professional issues for counselors who treatment substance use disorders including specialty certification and licensure requirements, and ethics.
 - [CACREP 5.A.13]
12. Identify the principles of Motivational Interviewing and other theoretical models useful in the treatment of substance use disorders.
 - [CACREP 5.A.4]

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typed 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. Be sure to read the entire syllabus. Due dates and additional instructions are provided in the syllabus and on the website.
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 to receive updates. I will correspond with you via campus email or Canvas.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. The student resource also provides helpful guides to assist you. 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. 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, but 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. I encourage you to 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 class has an online component (Canvas website), there will always be coursework to complete, even if the University cancels classes on campus. Due dates for this course will not likely be changed due to adverse weather. 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.
11. There is no “rounding up” of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

There is no traditional measure of attendance for this course. It is, however, expected that you will attend class on a weekly basis as evidenced by your thoughtful participation in the discussion board and review/completion of weekly modules. 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 your 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 two (3) discussion posts, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day to withdraw with a WC Grade is November 1, 2024.**

Attendance Verification Policy from NCCU Scholarship and Student Aid

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course. Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course. Two Weeks of Instruction equates to the following: Classes that meet once a week: 2 total absences. *Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event. See here for additional information: <https://www.nccu.edu/policies/retrieve/41>

Class Participation

Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some ground rules. Participation:

1. Breathe and settle your body when conversations are tough. A mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety- we will aim for Brave space of mutual respect for each other's humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for "fact," the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Dispositions and Participation in Class

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with the instructor and other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and
- 5) Contributions to class discussion displaying critical and creative thinking skills

(**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel on our Canvas site. Each Module is marked with a title and due date. You are expected to complete all tasks within each Module. Please check the “LEARN” tab for lectures, supplemental videos, handouts, additional readings, and other course content. Please review the “ASSESS” tab for deliverables such as quizzes, discussions, assignments, etc. All tasks need to be completed by 11:59 pm on the day it is due. **Any late assignments will receive a zero (minor exceptions made for module discussions only, see rubric).**

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. Below is a brief overview of each assignment. Students may submit assignments early.

Attendance, Participation, and Dispositions (100 points)

Each week, students will complete activities related to the topic as well as discussion of experiential assignments in the course. Students will earn points weekly for their participation in the course (e.g., completing activities outlined in the lesson using SoftChalk). In all, students are evaluated on attendance/participation, engagement, contributions to discussion, and interpersonal interaction with peers and the instructor (dispositions).

- **Evaluation is ongoing.**

Introductions (Participation points & attendance during the first week)

For this assignment, you will: a) change your profile picture in Canvas (click on “account” followed by “profile”), b) make a recorded introduction video answering all of the posted questions as requested in the designated discussion board, and c) respond to at least two of your peers.

- This assignment is **due by the 2nd day of class (August 20, 2024).**

Course Readiness Quiz (10 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette (pg.8). 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 achieve a perfect score.

- This assignment is **due by the 7th day of class (August 25, 2024).**

Module Discussions (12 X 20 points each; 240 points total)

Students will respond to a set of discussion questions for each course module. You are expected to review scholarly literature (peer reviewed articles) and synthesize what you have learned from the textbook. Please prepare discussion posts in your word processing software first, then copy and paste into Canvas. This helps to catch any typos and grammatical errors.

- You must **post your initial response by Wednesday [11:59 PM]** so that your peers will have an opportunity to respond/engage with you by **Sunday [11:59 pm]**.
- Initial posts must include at least 150 words (not including citations) and at least 2 citations to include the textbook and at least a current (within 7 yrs) peer-reviewed journal article(s). If we watch a film that week, students may use the film as their second source.
- You must respond to at least two peers by the due date each week. Written Module Discussions with responses to peers are **due each week by SUNDAY [11: 59 pm]**.

Experiential Learning: Assignments on the next page are an opportunity for you to gain personal perspective related to the course material. The experiential learning activities are an opportunity for you to challenge your personal ideas related to substance use, addictive disorders, and recovery. Additionally, they are designed to help you identify how your life experiences may be related to the life experiences of people who develop an addiction. These activities are also an opportunity for you to practice personal application of the technical content in this course. Students are encouraged to participate in these activities with that in mind.

Mutual Support Group Attendance and Reflection (5 parts, 150 points total)

Purpose: This assignment is designed to help students increase empathy for individuals with an addiction. “The highest expression of empathy is accepting and nonjudgmental. This is true because it is impossible to be accurately perceptive of another’s inner world if you have formed an evaluative opinion of that person.” Carl Rogers, 1980, pg.153-154.

This assignment has multiple parts designed to help you achieve SLO #10. Students will attend four (4) open meetings of mutual support groups and write a reflective journal entry about each experience (25 points each). At the end of the semester, students will submit a reflective paper about the entire experience (50 points), and how you can use what you learned in your future work. For details on what to include in the reflections, please review the rubric and assignment description in Canvas. **Students should not submit a “summary” of the meeting.** *Written assignments should be reflective of your personal and academic learning. A reflection provides the opportunity to express your thoughts, opinions, and feelings, while a summary simply summarizes the experience/what occurred.*

You will attend recovery meetings either in person in your area or virtually for AA, NA, Al-Anon, and a Process Addiction (i.e., SLAA, SAA, GA, OA, EDA, WA, etc.) of your choice over the course of the semester. While it is likely you may learn the most from attending in person meetings, you may also choose to attend meetings via synchronous web-based platforms to complete this assignment. **Before you attend any meetings, please review all materials provided by the instructor about the topic.** *Please review the detailed assignment instructions posted in the learning management system (Canvas) before attempting this assignment.*

- **Reflection #1 Alcoholics Anonymous is due Sunday, September 15, 2024.**
- **Reflection #2 Narcotics Anonymous is due Sunday, September 29, 2024.**
- **Reflection #3 Process Addiction is due Sunday, October 20, 2024.**
- **Reflection #4 Al-Anon is due Sunday, November 10, 2024.**
- **Final Reflection Paper is due by Sunday, December 8, 2024.**

Abstinence Project (100 points)

Purpose: This assignment is designed to help students experience similar feelings/thoughts that individuals who are addicted to a substance or in recovery experience. However, please note this experience is not the **same** as individuals who are in recovery.

This assignment has multiple parts. For this assignment, you will choose a substance or behavior to abstain from for about 12 weeks (**from the beginning of week 3 on September 2 until the end of week 14 on Saturday, Nov 23**). You may choose to abstain from whatever you wish. You are encouraged to choose to abstain from something that is a true challenge in order to learn as much as possible during this learning experience. **If you choose to abstain from alcohol or benzodiazepines, please seek assistance from a medical professional. This is a requirement.** To earn credit for this assignment you will: 1) select your chosen substance or behavior and 2) develop a plan for managing the difficulties associated with abstinence and include how you will address a) triggers, b) cravings, and c) relapse or return to use.

Over the course of the semester (weekly), keep a journal of your emotional experience, ability to abstain, and willingness to participate/overall experience with the project. **At the conclusion of the experience**, you will submit a summary of your learning via Canvas. *Your learning summary may be presented in a form that feels relevant to you (e.g., written paper, video reflection, narrated ppt presentation) and should include an integration of how you can apply what you learned from attending mutual support groups to your experience with the abstinence project and an explanation of your personal harm reduction or relapse prevention plan.* Students should address all prompts included in the assignment instructions (listed above). These instructions are also posted in the learning management system.

- Students will be asked to share briefly about their experiences throughout the semester via the discussion board and other checkpoints.
- **Part 1 & 2 due Sunday, September 1:** 1) Select your chosen behavior and 2) Develop a plan for managing the difficulties associated with abstinence and include how you will address a) triggers, b) cravings, and c) relapse or return to use.
- **Abstinence Project Learning Summary due by Sunday, December 8, 2024.** For self-care, students can submit the assignment before the November holiday recess.

***Special Populations & Addictive Disorders Project/Presentation* (100 points total) KPI assignment**

This assignment has both a group and individual component. Each group member must use the NCCU library database to select and review at least three peer-reviewed journal articles (**published within last seven years**) relevant to the presentation topic. For this assignment your group will a) read **at least THREE peer-reviewed articles per group member** about the assigned topic, and b) prepare and deliver a recorded presentation to the class about the assigned topic. Groups/Topics are assigned based on student preferences. Please check Canvas to see which group you are assigned to for this assignment.

Individual portion: Each group member must submit three annotated bibliographies of peer-reviewed journal articles well before presentations are delivered as evidence of their contribution to the group. An example can be found under the major assignment module. This portion is worth 30 of the 100 available points.

Group portion: All group members will receive the same score. Students will prepare a presentation about their designated special population and post their recorded presentation on the DB forum for the class to view. Presentations should include information about approaches to prevention, assessment, and intervention for the chosen population. In addition, when addressing the assessment and intervention sections, you are required to incorporate specific types of assessment tools and treatment modalities related to addiction, trauma, **and** grief (KPI requirement; friendly hint review the grief and addiction chapters and conduct your own research). This portion is worth 70 of the 100 available points. Students will also complete an evaluation on their group members. Feedback will contribute to disposition points. This means it is essential that groups equally divide the task and follow through with all commitments.

Please review the assignment information and rubric in Canvas for more details.

- Individual Portion – Three annotated bibliographies are due by **Sunday, October 27, 2024**.
- Group Portion – Video recorded Presentations should be submitted via Canvas **by Sunday, November 17, 2024**. One member from each group will post to the designated discussion board. Each member of the group will also complete and submit an evaluation on their group members.

*Please retain your work on this assignment to submit as demonstration of KPI#1 for this course. You will upload your assignment to Task Stream when it becomes available. *

KPI #1) Clinical Mental Health Counseling: Students will demonstrate knowledge of different types of assessment tools, and treatment modalities related to addiction and trauma and grief (K)

**This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three, students must earn a grade of B or better on the designated KPI assignment.)*

Dr. Montague's Grace Pass

As a graduate student, you have a busy schedule. I created this grace pass to accommodate students at least once during the semester. Students will have the opportunity to use this grace pass **only once**. What does this mean and how can it be applied? If a student chooses to use the pass, she/he/they will have a 24-hour extension on one (1) assignment. *Anything past 24 hours will receive a zero*. It can be applied to an individual assignment (e.g., paper). For instance, if an assignment is due on Sunday at 11: 59, the assignment must be submitted by the following day by 11: 59 pm (no exceptions). Or this grace pass can be applied to group work but with two conditions: 1) everyone must agree without pressure, and 2) no group member has already used their pass or plan to use it on a different assignment. If one person has already used their pass, the group cannot use the grace pass on the group assignment. If you have any additional questions, please let me know. If you have any questions about the pass, I encourage you to email me your question before attempting to use the pass. You will be held responsible for any misunderstanding. Again, read this policy carefully and email me if you have any questions.

TENTATIVE COURSE SCHEDULE

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. Not all supplemental readings are listed here on the course schedule but are posted in the learning management system (Canvas). Please review all videos, links, and supplemental documents unless directed otherwise. **Readings are marked UDA for Uppers, Downers, All-Arounders and additional sources.** Please refer to Canvas for required video lectures, supplemental videos, and other materials for each week. The schedule here is for your reference only. You are required to complete all tasks listed in Canvas.

| Date | Topic & Module | Assigned Readings/Films | Deliverables |
|----------------------|---|---|--|
| Beginning 8/19/24 | | Review the syllabus & Canvas shell | Video Introduction by 8/20 |
| 8/19/24 | Module 1: History & Addiction as a Loss to Grieve | Skim UDA Chapter 1 – Psychoactive Drugs: Classification and History Read Is Addiction a Loss to Grieve? Optional pgs. 7; 13-18 Understanding the Drug Problem in America (see pdf) | Syllabus Quiz by 8/25 Module Discussion |
| 8/26/24 | Module 2: Neurobiology | Read UDA Chapter 2 – The Neurochemistry of and the Physiology of Addiction Watch- Pleasure Unwoven Video | Module Discussion Parts I & II of the Abstinence Project due 9/1 |
| 9/2/24 | Module 3: Downers (depressants) – Part 1 | Read UDA Chapter 5 – Downers: Alcohol Watch- 28 Days (2000) starring Sandra Bullock (streaming on Amazon Prime & Apple TV) Review instruments AUDIT ; CIWA-Ar | *Begin Abstinence Experiment* Module Discussion |
| 9/09/24 | Module 4: Downers (depressants)– Part 2 | Read UDA Chapter 4 – Downers: Opiates/Opioids & Sedative-Hypnotics Watch PBS documentary Understanding the Opioid Epidemic (2018) Review instrument- COWS | Module Discussion 1st Meeting Reflection – AA due 9/15 |
| 9/16/24 | Module 5: Uppers (stimulants) | Read UDA Chapter 3 – Uppers Watch documentary Crack: Cocaine, corruption, and conspiracy streaming on Netflix | Module Discussion |
| 9/23/24 | Module 6: All-Arounders (psychedelics) | Read UDA Chapter 6 – All-Arounders | Module Discussion 2nd Meeting Reflection – NA due 9/29 |
| 9/30/24 | Module 7: Other Drugs, Other Addictions | Read UDA Chapter 7 – Other Drugs, Other Addictions Review instrument- DAST | Module Discussion |
| 10/7/24 | Module 8: Mass Incarceration & War on Drugs | Watch 13TH (2016) by Ava DuVernay streaming on Netflix and YouTube for free | Module Discussion |

| Due Date | Topic/Module | Assigned Readings | Deliverables |
|----------|--|---|---|
| 10/14/24 | Module 9: Co-Occurring Disorders | Read UDA Chapter 10 – Mental Health and Drugs | 3rd Meeting Reflection – Process Addictions due 10/20 |
| 10/21/24 | Module 10: Assessment & Intervention – Part 1 | Read Myers & Salt Ch 4 (read thoroughly) Myers & Salt Ch 8 (read thoroughly) Myers & Salt Chapter 3 (Skim) Review Addiction Severity Index (ASI) | Module Discussion Special Populations Project – Individual Portion due 10/27 |
| 10/28/24 | Module 11: Assessment & Intervention – Part 2 | Read UDA Chapter 9 – Treatment Review Larimer, Palmer, & Marlatt (1999) | Module Discussion |
| 11/4/24 | Module 12: Assessment & Intervention – Part 3 | Read UDA Chapter 8 – Drug Use and Prevention: From Cradle to Grave Review- SAMHSA – Prevention | Module Discussion 4th Meeting Reflection – Al-Anon due 11/10 |
| 11/11/24 | Module 13: Special Populations – Part 1 | Cultural Humility, MSJCCs, Broaching Behaviors & Counseling People with Addictions Read Broaching behaviors in addictions counseling (Jones & Welfare, 2017) | <i>(Work on special populations project)</i> Special Populations Project – Group Portion due 11/17 |
| 11/18/24 | Module 13: Special Populations – Part 2 & Grief Work in Addictions Counseling | Grief Work in Addictions Counseling Select & read a chapter from Ch. 5-19 (grief & addiction among cultural groups) | Module Discussion *Abstinence Experiment ends on Saturday, 23rd* |
| 11/25/24 | Module 14: Ethics & Professional Issues | Read Professional Issues in Addictions Counseling (pdf chapter 4) Review 42 CFR Part 2 Fact Sheet and NAADAC AP Code of Ethics | |
| 12/2/24 | | | Mutual Support Final Reflection due by 12/8 at 11:59 pm (if graduating 12/4) Abstinence Project Learning Summary 12/8 at 11:59 pm (if graduating 12/4) |
| 12/9/24 | Finals Week | NO ASSIGNMENTS |  |

Fall 2024 Key Dates

August 30, 2024: 4pm; End of Add/Drop Period.
 September 2, 2024: Labor Day Observance, no classes
 September 20, 2024: Last day to withdraw from university and receive a prorated tuition adjustment/refund. Last day to file for graduation.
 October 4, 2024: Midterm progress reports due in Banner by 4 pm
 October 14-15, 2024: Fall Break.
 October 16, 2024: Spring registration begins.
 November 1, 2024: Last day to withdraw from a class with a W/C grade or from the university with a W grade.
 November 27- Dec 1, 2024, Thanksgiving recess
December 6, 2024: Final grades for graduating students due in Banner by 5 pm. Please notify the instructor if you are graduating this semester.
 December 13, 2024: All grades for non-graduating students due in Banner by 5 pm.

COURSE DELIVERABLES & EVALUATION

| Assignment/Activity | Points Available | Due Date |
|---|-------------------------|-------------------|
| Discussion Posts | | |
| Video Introduction | P/F | 8/20/24 |
| Module Discussion (12 X 20 points each) | 240 | Weekly on Sundays |
| Quiz | | |
| Course Readiness Quiz | 10 | 8/25/24 |
| Experiential Learning Activities | | |
| Mutual Support Group Attendance & Reflection | | |
| Meeting #1 AA | 25 | 9/15/24 |
| Meeting #2 NA | 25 | 9/29/24 |
| Meeting #3 Process Addiction | 25 | 10/20/24 |
| Meeting #4 Al-Anon | 25 | 11/10/24 |
| Mutual Support Final Reflection | 50 | 12/8/24 |
| Abstinence Project Learning Summary | 100 | 12/8/24 |
| Special Populations Project/Presentation | | |
| Individual Portion – Article Critiques | 30 | 10/27/24 |
| Group Portion – Recorded Presentation | 70 | 11/17/24 |
| Attendance & Dispositions | | |
| Attendance, Participation, & Dispositions | 100 | ongoing |
| Total Available Points | 700 | |

| Final Grading Scale | |
|----------------------------|-------------|
| Letter Grade | Point Total |
| A | 630-700 |
| B | 560-629 |
| C | 490-559 |
| F | 0-489 |

*To receive credit for any assignment/activity, it must be properly uploaded/submitted to Canvas by the deadline as directed. Assignments submitted other than as directed will receive a zero.

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.

[LGBTQIA Resource Center](#)

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQIA) 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.

ADDITIONAL RESOURCES

- Alderson, K. G., & Gladding, S. T. (2021). *A concise guide to opioid addiction for counselors*. American Counseling Association.
- American Society of Addiction Medicine. (2013). *The ASAM criteria: Treatment criteria for addictive, substance-related, and co-occurring conditions* (3rd ed.). The Change Companies.
- Atkins, C. (2021). *Co-occurring disorders: A whole person approach to the assessment and treatment of substance use and mental disorders* (2nd ed.). Pesi publishing.
- Agerwala, S. M., & McCance-Katz, E. F. (2012). Integrating screening, brief intervention, and referral to treatment (SBIRT) into clinical practice settings: A brief review. *Journal of Psychoactive Drugs*, 44(4), 307-317. Doi: 10.1080/02791072.2012.720169.
- American Society of Addiction Medicine (2019). *Definition of addiction*.
[https://www.asam.org/docs/default-source/quality-science/asam's-2019-definition-of-addiction-\(1\).pdf?sfvrsn=b8b64fc2_2](https://www.asam.org/docs/default-source/quality-science/asam's-2019-definition-of-addiction-(1).pdf?sfvrsn=b8b64fc2_2)
- Capuzzi, D., & Stauffer, M. D. (2020). *Foundations of addictions counseling* (4th ed.). Pearson.
- Cartwright, A.D., Holman, L.F., Nelson, J. A., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling Annual Review*.
- Deaner, R.G., & Hicks-Becton, L.Y. (2018). Navigating Fight, Flight, or Freeze: Developing Courage and Freedom to Act. *Counseling Today* 10-12.
- DiClemente, C.C., Schlundt, D. and Gemmell, L. (2004), Readiness and stages of change in addiction treatment. *The American Journal on Addictions*, 13(2), 103-119. <https://doi.org/10.1080/10550490490435777>
- Doweiko, H. E. (2015). *Concepts of chemical dependency* (9th ed.). Cengage.
- Eversman, M. H. (2014). Trying to find the middle ground: Drug policy and harm reduction in Black communities. *Race and Justice*, 4(1), 29-44. <https://doi.org/10.1177/2153368713517395>
- Furr, S. R. & Hunsucker, K. (2022). *Grief work in addictions counseling*. Routledge.
- Giordano, A.L. (2021). *A clinical guide to treating behavioral addictions: Conceptualizations, assessments, and clinical strategies*. Springer. Doi: 10.1891/9780826163172

- Hicks-Becton, L.Y., & Natwick, J. (2019). Processing trauma with clients in recovery. *Counseling Today* 14-15.
- Holman, L. F., Carlisle, K. L., Rapp, M., Moro, R., Baker, C., Cartwright, A. D., & Hicks-Becton, L. (2019). A Guide to Integrating Behavioral/Process Addictions into Counselor Education Programs. *The Journal of Counselor Preparation and Supervision*, 12(1), 4-29.
- Holman Coombs, R., & Howatt, W. A. (2005). *The addiction counselor's desk reference*. Wiley.
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling*, 38, 48-64. Doi:10.1002/jaoc.12028
- King, K.M, & Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97, 4, 341-351.
- Klein, M., Dixon, J., & Butler, C. (2022). Multiple relapses into opiate and crack misuse among people in recovery: An interpretative phenomenological analysis. *Journal of Addictions & Offender Counseling*, 43, 97– 110. <https://doi-org.ezproxy.nccu.edu/10.1002/jaoc.12106>
- Lassiter, P. S., & Culbreth, J. R. (2018). *Theory and practice of addiction counseling*. Sage.
- Laux, J. M., DuFresne, R., Dari, T., & Juhnke, G. A. (2017). Substance use assessment instruments: 13 years later. *Journal of Addictions & Offender Counseling*, 38(2), 115-124.
- MacDonald, K., & Pappas, K. (2016). Why not pot? A review of the brain-based risks of cannabis. *Innovations in Clinical Neuroscience*, 13, 13-22.
- Matsuzaka, S., & Knapp, M. (2020). Anti-racism and substance use treatment: Addiction does not discriminate, but do we?. *Journal of Ethnicity in Substance Abuse*, 19(4), 1-27.
<https://doi.org/10.1080/15332640.2018.1548323>
- Mee-Lee, D., Shulman, G.D., Fishman, M. J., Miller, M.M., Provence, S.M. (2013). The ASAM criteria: Treatment criteria for addictive, substance-related, and co-occurring conditions (3rd ed.). The Change Companies.
- Miller, G. (2020). *Learning the language of addiction counseling* (5th ed.). Hoboken,
- Miller, W. R., & Rollnick, S. (2009). Ten things motivational interviewing is not. *Behavioural and Cognitive Psychotherapy*, 37, 129-140. Doi:10.1017/S1352465809005128
- National Institute on Drug Abuse (2018). Principles of drug addiction treatment: A research-based guide (3rd ed.).

<https://nida.nih.gov/sites/default/files/podat-3rdEd-508.pdf>

- Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, *47*, 1102-1114.
- Sawyer-Kurian, K.M., Browne, F.A., Carney, T., Petersen, P., Wechsberg, W. M. (2011). Exploring the intersecting health risks of substance abuse, sexual risk, and violence for female South African teen dropouts. *Journal of Psychology in Africa*, *21* (1):15-25.
- Sawyer-Kurian, K. M. & Wechsberg, W. M. (2012). Adapting an evidence-based HIV intervention for at-risk African American college women at Historically Black Colleges and Universities who use alcohol and drugs. *Sage Open*, *2*(4) doi:10.1177/2158244012464977
- Sawyer-Kurian, K. M., Wechsberg, W. M., and Luseno, W. K (2009). Substance abuse, violence against women, and HIV risks: Men’s voices from Cape Town, South Africa. *Psychology of Men and Masculinity*, *10*(1), 13–29.
- Sawyer, K. M., Wechsberg, W. M., and Myers, B. (2006). Cultural similarities and differences between a sample of Black/African and Coloured women in South Africa: Convergence of risk related to substance use, sexual behavior, and violence. *Journal of Woman and Health*, *43*(2), 73-92
- Scott, C. K., Grella, C. E., Dennis, M. L., & Nicholson, L. (2018). Linking individuals with substance use disorders (SUDs) in primary care to SUD treatment: The recovery management checkups-primary care (RMC-PC) pilot study. *The Journal of Behavioral Health Services & Research*, *45*(2), 160-173. Doi: 10.1007/s11414-017-9576-5.
- Shaffer, H.J., LaPlante, D.A., LaBrie, R.A., Kidman, R. C., Donato, A.N., & Stanton, M.V. (2004) Toward a syndrome model of addiction: Multiple expressions, common etiology. *Harvard Review of Psychiatry* (12), 367–374. DOI: 10.1080/10673220490905705
- United States Drug Enforcement Administration. (2017). Drugs of abuse: A DEA resource guide. Retrieved from https://www.dea.gov/sites/default/files/2018-06/drug_of_abuse.pdf
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, *75*, 470-480.
- White, W. L. (2014). *Slaying the dragon: The history of addiction treatment in America*. Chestnut Health Systems/Lighthouse Institute.

Important Websites

Addiction Professionals of North Carolina. Retrieved from <https://apnc.org>

National Association for Alcoholism and Drug Abuse Counselors. Retrieved from <https://www.naadac.org>

National Institute on Drug Abuse. Retrieved from <https://nida.nih.gov>

North Carolina Addictions Specialist Professional Practice Board. (n.d.). Retrieved from <https://www.ncsappb.org>
<https://www.ncsappb.org/wp-content/uploads/2018/05/combined-LCAS.pdf>

Substance Abuse and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov>