**Department of Applied Psychology**

**Graduate School of Applied and Professional Psychology (GSAPP)**

**Center of Alcohol & Substance Use Studies
Alcohol and Drug Abuse Counseling Certificate (ADACC)**

**Rutgers University**

**New Brunswick, New Jersey**

**FALL 2022**

**13:047:102:01  THE BRAIN MIND EXPERIENCE: HOW DRUGS IMPACT BRAIN FUNCTIONING**

                                 **Credits: 3**

**Level: Undergraduate**

**DAY AND TIME:  WEDNESDAYS 5:40 PM - 8:40 PM**
**IN-PERSON CLASSES:  9.7, 9.28, 10.12, 10.26, 11.9, 11.30 & 12.14**

**ROOM: CAS SMITHERS HALL 219/HYBRID**

Instructor: Ana Guerra, LCSW, LPC, LCADC, CCS

Office: NA

Phone: NA

E-mail: ana.guerra@rutgers.edu

Office Hours: virtually, by appointment

The instructor will make every reasonable effort to meet with students whenever necessary. For this hybrid course, instructor may also meet with students before class by appointment.

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 **Rutgers University Mission:** As the premier comprehensive public research university in the state’s system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

* providing for the instructional needs of New Jersey’s citizens through its undergraduate, graduate, and continuing education programs;
* conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and
* performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university’s mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission**: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**Applied Psychology Statement:** The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master’s level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

**Course** **Description**

The course provides a general overview and introduction to the psychopharmacology of alcohol, and major drugs classes as well as prescription drugs commonly used in treating mental health and addiction issues. It covers basic pharmacology and neuroscience, specific to addiction counseling. Students will learn the strengths and limitations of a strictly disease-based approach to understanding addictive behaviors, and ways to integrate this information into the bio-psycho-social-spiritual approach. Students will conceptualize the role that biologically based etiological factors play in the development of addictive disorders, and how those factors serve to promote continued drug/alcohol use despite serious health consequences. The course will also examine antiracist lens, the impact of diverse identities ( i.e.: age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on biologically based issues related to addictive and co-occurring disorders. This course is required for the Certificate.

**Course Overview**

This course provides students with an overview of the physiological effects of substances and explains factors that contribute to "addiction" being called a disease of the brain. This course also addresses medication assisted treatment and sociocultural factors that must be considered in treatment and when intervening with families.

 **Place of Course in the Program**

This course is open to students who are progressing towards a bachelor’s degree, have completed one or students that have been accepted into the ADACC certificate program. Nonmatriculated students must have a high school degree or GED. This course will be offered as a hybrid. Course content will be delivered in seven 3-hour in-person class sessions and remaining course work will be covered through online content covering CADC domains C102, C105, C403, and C406. Class sessions will include synchronous as well as asynchronous learning.

**Objectives for the course**

Students completing this course will:

1. Develop an understanding of the neurological and hormonal systems within the context of how these functions are impacted by, and/or promote, the use of various substances.

2. Learn the anatomy and functions of the brain, including the sympathetic/parasympathetic functions in response to stress.

3. Understand the role of specific neurotransmitters and the reinforcing properties of specific substances, including how they relate to learning theory (e.g., cue reactivity/expectancies) will be explored within the context of withdrawal and tolerance syndromes (including behavioral and cross tolerance).

4. Basic pharmacology and specific drug classes will be explored in detail.

5. The impact of the drugs on the above-described neurological processes, the role in the addictive process, and the interaction with treatment will be discussed.

6. Develop an awareness of barriers that impact marginalized client populations through the lens of cultural humility

 **CADC Content Areas/Domains Covered in this Course**

Students enrolled in this course will fulfill seven content area (domain) requirements necessary for certification as a CADC. These are: C102 (Biopsychosocial Assessment), C105 (Pharmacology and Physiology), C403 (Biochemical/Medical Client Education) and C406 (Biochemical and Sociocultural Family Education).

**C102** – Biopsychosocial Assessment II (Pharmacological Approaches to Nicotine Dependencies)

1. Describe approaching and assessing Nicotine Dependence.

2. Identify various pharmacological interventions for Nicotine Dependence, and the pros and cons of each.

3. Describe the evidence supporting pharmacological interventions for Nicotine Dependence.

4. Explain the relationship between tobacco dependence and other mental and addictive disorders.

**C105** – Pharmacology and Physiology

1. Define the meaning of psychopharmacology.

2. Identify the major structural and functional units of the brain.

3. Identify the major neurotransmitters within the nervous system.

4. Explain the mechanism of action of neurotransmitters within the CNS.

5. Define the meaning of half-life, therapeutic dose, effective and lethal dose.

6. Distinguish between tolerance and withdrawal.

7. Distinguish between fat and water solubility.

8. Describe effects of various drugs of abuse on the major physiological body systems.

**C403** – Biochemical/Medical Client Education

1. Explain to clients the physical effects of various substances.

 1. Stimulants

 2. Depressants

 3. Analgesics

 4. THC etc.

2. Explain to client the role of psychotherapeutic medications associated with drug use and withdrawal.

3. Be able to explain the following terminologies:

 1. Therapeutic Medications

 2. Antidipsotropics (Create adverse physical reactions.)

 3. Agonist – drug that can be substituted for the drug of abuse to controllable form of addiction

 4. Antagonist – Drugs that occupy the same receptor site on the brain, as does the specific drug of abuse.

 **Opiate and Stimulant Education**

4. Develop an understanding of the history of opioid use.

5. Identify the types and effects of opioid substances.

6. Understand the origin and use of Opioid Replacement Therapies.

7. Understand the interactions between opioids (synthetic & non-synthetic) and other psychotropic substances (licit & illicit)

8. Understand the use of Methadone Maintenance in detoxification and in the recovery process.

9. Become familiar with the new ORT’s (Buprenorphine, etc.)

10. Acquire an understanding of the history of stimulant use.

11. Identify the types of stimulant substances ( licit and illicit).

12. Understand the interactions between stimulants and other psychotropic substances (licit & illicit)

13. Become familiar with the current status of pharmacological therapies available for stimulant abusers.

 **Alcohol, Sedative and Hallucinogens**

14. Acquire an understanding of the history of alcohol and sedative use.

15. Identify the types and effects of sedative substances

16. Understand the detoxification process for alcohol and sedatives

17. Understand the interactions between alcohol and sedatives with other psychotropic substances (licit & illicit)

18. Understand the impact of alcohol on physiological systems.

19. Acquire an understanding of the history of hallucinogens.

20. Identify the types and effects of hallucinogenic substances.

21. Understand the interactions between hallucinogens and other psychoactive substances.

**C406** – Biochemical and Sociocultural Family Education

1. Describe the cultural traditions of various subgroups

2. Identify barriers to recovery in various cultures.

3. Identify social institutions that can support the recovery process.

4. Describe specific behaviors that counselors should include or avoid when interacting with families.

5. Describe to family members the basics of pharmacology of substance use disorders at a level that the family is able to understand.

**COURSE EXPECTATIONS**

1. Students must read all assigned material and be fully prepared for discussion of the material as well as its application to their own group experiences. Full participation, including engagement with material and other students expected.
2. The Certificate Program requirements include mandatory attendance at all in-person course meetings. A student who misses in excess of 10% of total in-person instructional time will need to speak with instructor about his/her ability to complete course successfully. Licensing requirements are such that students missing more than 10% of any instructional time will be considered at risk for course failure and/or difficulty in successfully completing the program.
3. Students will be expected to share incidents from their professional and/or fieldwork experience, as well as from their current experience within the class groups. This requires respectful reflection and integration of the NAADAC Code of Ethics, with particular regard to cultural competence and respect for the dignity and worth of all. As counseling professionals, confidentiality is a major ethical responsibility. Each student must maintain confidentiality concerning any personal material discussed in class. That is, no information revealed in class is to be discussed with anyone outside the class environment.
4. Students will be expected to use non stigmatizing language using appropriate terminology and avoiding labels such as addict, alcoholic and substance abuser. Appropriate terms include person with substance use disorder.
5. All work must follow directions and be completed thoughtful with analysis and application to practical experiences paired with scientific/academic theory.
6. Any challenges in completing the expected work – or in the completion of other course requirements should be discussed with instructor prior to assignment due dates and as challenges arise.
7. Students will utilize RU email for all correspondence.
8. Students will abide by all class policies such as HIPAA, Netiquette and Assignment Guidelines outlined in the syllabus.

**NOTE:** Topics discussed in this course are sensitive in nature and some students may relate to material on a personal level.  Therefore, any contributions made by students will be held in strict confidence.  Students may take a break as needed to decrease any potential stress related to class content.  Students are encouraged to consult with campus Counseling Services if needed.

 **Assignments and Evaluation Method:**

**ASSIGNMENTS**

**Class Participation - 20% DUE: ongoing**Class participation grades are not earned by how often you speak, but by the quality and thoughtfulness of what you contribute to the learning environment. Your attentiveness to the instructor and your student colleagues, active engagement, and focused attention will all be reflected in your class participation grade. The quality and timeliness of other course activities as well as threaded discussions will also impact the class participation grade.

**Threaded Discussions - 20% DUE: as scheduled, by 11:59 PM**

Students will be required to engage in eight online threaded discussions throughout the course. Posting during these online units is an indication that you are doing the required work for each of the online components. Students may not ‘catch up’ later or ask for an extension. This assignment must be completed in a timely manner, within the confines of the indicated unit’s time structure. **Student’s must post comments in APA, 7th edition format. A sample APA post is provided in Canvas.**

**Students must post a minimum of 2 comments for each topic.** You may post more often, and that may strengthen your grade if the information is original and relevant. Students taking a “leadership” role in moving the threaded discussion forward will earn higher participation grade than those who simply affirm what others have said. Thoughtful comments, referencing the specific content you have listened to/viewed or read, as well as well-argued opinions, are valued. Please refrain from turning discussions into mini term papers. Consider netiquette and limiting posts to 250-500 words. Keep in mind the material’s relevance to service delivery and your upcoming role as a counselor, clinician, supervisor, or administrator. Questions posted on Canvas are meant as a guide to help you think through relevant information. Online discussions need not respond to the specific questions listed but may include thoughtful dialogue on topic areas. Be sure to follow APA 7th edition format.

**Mid-term Exam - 25% DUE: 10.20**

Students will be required to complete one exam in which they are asked to demonstrate their knowledge of the basic biological processes examined in the unit on Neurobiology (which spans Modules 1-6). Students may use class materials and notes to complete the exam but may not discuss the content with other students.

**In-Class Presentations - 20% & 15% DUE: 11.30**

There are 2 components for this assignment: 1. class presentation and 2. reflection paper

As future counselors or clinicians, students are asked regularly to participate as part of a group around a common goal/project or client issue. This assignment will allow students to engage in novel material while playing a role in a small team. Students will work individually or in groups (depending on class size), assigned by the instructor, to present the pharmacological/biological characteristics of specific drugs/drug groups. Students assume the “teacher” role for the topic on which they present.

Each presentation, which will be delivered in class, will be accompanied by PowerPoint slides and reference list that must be uploaded to Canvas prior to class presentation. Students will respond to questions and comments of their classmates and the instructor. Students will meet the following objectives by completing this assignment:

• Acquire an understanding of the drug/drug class assigned

• Identify the drug/drug class pharmacological characteristics.

• Discuss the use of the drug and its abuse potential

• Identify issues pertaining to addiction as they relate to the drug/drug class (e.g., tolerance, withdrawal, etc.)

• Discuss any culturally relevant information

In addition to the presentation, each student in the group must submit a 1–2-page reflection paper on his/her participation in the group project. If project completed individually, student must reflect on knowledge gained. Reflections are due on Canvas and must include a summary of the student’s experience in learning about the drug(s) (the presentation, PowerPoint deck and reference list), as well as include a reflection of how s/he works in a team (if applicable). This may include what the student feels s/he needs to be successful; how well s/he achieved the goal of success in this task; and areas of personal improvement.

**Mutual Support Meeting Reports DUE: 12.11.22 by 11:59 PM**

**For certification,** you are required to attend 30 mutual support meetings - 5 AA, 5 NA, 5 Al-Anon, and 15 in any mutual support group related to addiction recovery. **For this course,** you must attend **5 meetings** and submit reports for each.

You are encouraged to attend different types of meetings, such as discussion, speaker, Big Book, or step meetings. Please do not attend an individual meeting more than twice. It is important that you attend these meetings on your own rather than with a friend, family member or someone else from the program. If you are not in recovery, you must attend only open meetings. Note, when or if it comes time to identify yourself, simply say, “Hi, my name is Steve, and I am a student.” Please do not identify yourself as an as an alcoholic/addict if you are not. Please be advised that members of the mutual support group may ask you to leave the meeting to protect their privacy/anonymity. Note: If this should happen it is ok, as future addiction professionals we understand the importance of mutual support groups to an individual’s recovery.

You are to write a very brief report using the provided forms (found on the Canvas website) for each of your 5 meeting experiences.

You must also attend a variety of other meetings, as follows:

• Two process addiction meetings – e.g., gambling, eating, sex

• Two alternatives to 12 steps – e.g., Smart Recovery, Women for Sobriety

• Two online meetings

• Two Double Trouble meetings

This leaves seven meetings of your choice, for 30 meetings in total. These meeting requirements can be met in any combination as long as each requirement is met.

You are to write a very brief report using the forms provided for each of your meeting experiences, By the end of class, you should have submitted 5 forms altogether. Please type your responses and save them as a PDF document before you upload to Canvas. Handwritten or images of forms will not be accepted.

**The final grade will be determined and computed based on the following:**

Class participation 20%

Threaded discussions 20%

Mid-Term Exam 25%

Reflection Paper 15%

Class Presentation 20%

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Maximum Point Total 100 points/%

**Grades and Grading Policy**

Grade Description Numerical Equivalent

A Outstanding 90-100 (4.0)

B+ Intermediate Grade 87-89 (3.5)

B Good 80-86 (3.0)

C\*\* Average 70-79 (2.0) \*\*Grades of C or lower do not count toward graduation

F Failure 69 or below (0.0)

INC Incomplete

S Satisfactory

U Unsatisfactory

PA Pass

NC No credit given

**Required Text:**

Wormer, V. K., & Davis, D. R. (2017). *Addiction Treatment* (4th ed.). Cengage Learning. ISBN: 9781305943308

Hart, C.L. & Ksir, C. (2022). Drugs, Society, and Human Behavior. (18th ed). McGraw

 Hill.   ISBN: 9781260711059

Substance Abuse and Mental Health Services Administration (2014). *Improving Cultural

 Competence. Treatment Improvement Protocol Series #59*. SAMHSA.

Additional required readings provided through Canvas and can be found in each module.

**Core Texts:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed., Text).

**Supplemental Readings**

As outlined on syllabus and Canvas

**HIPAA Guidelines for Assignments, Threaded Discussions and In-person Discussions:** Mental Health Professionals and Substance Use Professionals are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Even after obtaining the client’s written permission, confidentiality must be strictly maintained when discussing or writing about clients in discussion forums, assignments, presentations or process recordings. Therefore, all verbal, written, or electronic forms of data about clients should not bear the client’s real name. This applies to the name of the agency as well as actual dates of service. For example, you would use “community health center” instead of “Morristown Medical Center”; “urban public school” instead of “East Orange High School”, etc. Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics, HIPAA and state guidelines.

**Overall Assignment Guidelines:**

• ALL papers/assignments and threaded discussions will be processed through Turnitin (or similar platform). Assignments will NOT be accepted via e-mail, fax or any other format unless instructed to do so.

• Format for ALL written assignments: double-spaced typed pages using 12-point Times New Roman font with 1" margins. Each paper must include a cover page which is not to be numbered and will not count toward total # of required pages. The reference page(s) will also not count toward total # of required pages. Citations will follow APA (7th Edition) format.

• Written assignments must be submitted via Canvas by the due date posted. It is the instructor’s discretion to issue a grade reduction if papers/presentations are not submitted as scheduled. No excuses for computer, equipment or ink malfunctions. The reduction in the grade policy holds. There will be a full letter grade reduction for any written assignment submitted after the due date (e.g., “A” becomes a “B” and so on). Only a documented catastrophic extenuating circumstance will be considered.

• Each written assignment is to include appropriate citations throughout and have an accompanying reference page(s). Unless otherwise noted in the instructions, only 40% of sources may be obtained from reputable online sites (e.g., socialworkers.org). The remaining 60% of sources must be obtained from reputable journals, books, etc. Wikipedia is NOT a reputable source. Instructor may request to review any sources cited and this must be presented upon request.

• There is no grade change for papers/assignments. If you have any questions about the process for writing a paper, please schedule an appointment with instructor for further explanation. Inability to communicate via e-mail, etc. is not an acceptable reason. Plan accordingly.

• Factors that contribute to the final grade received for each written assignment include but are not limited to the accuracy and organization of the content; creative thinking and problem-solving; incorporating ideas/concepts from lecture, readings or similar sources; the utilization of outside resources and adhering to required assignment format; as well as proper grammar, punctuation, spelling, and citations. Do not outline answers. Write in complete sentences. All assignments should be written in the third person which is consistent with counseling format.

• Please note that writing competency is important in higher education. As a student and future mental health/substance use professional, you have a responsibility to the profession and those you will be representing/counseling to write professionally and with integrity. Therefore, students are urged to take written tasks seriously. Typographical and spelling errors, poor grammar, word choice, organization, or other punctuation problems that impede clarity of communication will result in lower grades or a returned paper. **Proofread your papers before submitting in order to avoid grading penalties.**

• **Rutgers University also offers assistance for writing assignments via:**

o The Learning Center:
 ▪ Writing Tutoring Appointments: [click here](https://rlc.rutgers.edu/services/academic-coaching/schedule-appointment)
 ▪ Asynchronous Writing Coaching: [click here](https://rutgers.instructure.com/courses/3224)

o “Ask a Librarian” offers:

▪ Email consultation via: ask@libraries.rutgers.edu or submit the [contact form](https://www.libraries.rutgers.edu/ask/email)

▪ [Find a specialist in your area of study](https://www.libraries.rutgers.edu/subject-librarians?keyword=&division=All&unit=All&specialization=All)

▪ [Consult a research guide](https://libguides.rutgers.edu/) for library resources and information on your topic.

• There are also many resources that offer guidance with citations such as:

o Publication Manual of the American Psychological Association (7th Edition)

o Public libraries or reputable online sites such as Purdue Owl (<https://owl.english.purdue.edu/owl/resource/560/01/>)
and

o Cornell Library
(<http://www.library.cornell.edu/resrch/citmanage/apa>)

• All written tasks must be comprised of students’ own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA 7th Ed format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.

**Netiquette**
Netiquette is a set of rules for proper online interactions. When in cyberspace sometimes people forget that they are interacting with very real people. All on-campus expectations apply to the virtual classroom. The virtual classroom needs to be a safe space for students so it can inspire learning and foster growth. Please note that that the virtual classroom is preparing professionals and as such, must also be approached in the same manner. The following guidelines are provided to promote effective online communication and decorum for this course.

• Recognize and be sensitive to differences on many levels among students. Differences may include but are not limited to, cultural, lifestyle or linguistic backgrounds, abilities, as well as political and religious beliefs. Please communicate respectfully.

• Use good judgement when composing your responses in Threaded Discussion Forums or virtual meetings/class activities. Swearing and profanity are not acceptable. Also consider that slang can be misunderstood or misinterpreted.

• Be brief and mindful of other’s time.

• “Ditto”, “I agree” and the like are not deemed as active participation unless it is accompanied by a statement with your perspective.

• Refrain from using all capital letters when composing your responses as this is considered “shouting” on the Internet and may be regarded as impolite or aggressive.

• Be respectful of others’ views and opinions. There is no need to publicly attack, insult, humiliate or make fun of anyone for any reason. We need to hear from everyone so we can “agree to disagree” respectfully.

• Everyone needs the opportunity to join in on discussions; please refrain from dominating or monopolizing any discussion.

• Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Evidence-Based Practice (EBP). After that you can use the acronym freely throughout your message.

• Proper grammar and spelling are important in this milieu, not just on written assignments. Avoid using text message shortcuts or limit use of emoticons. Emoticons may be misinterpreted. • Be cautious when using humor. Tone is sometimes lost in an email or discussion post and your message might be perceived as sarcastic or taken literally or offensively.

• Refrain from sharing personal information online (both yours and other’s).

• Proper attire is expected when interacting virtually with students and faculty.

• Smoking/vaping is prohibited when interacting virtually with students and faculty.

• HIPAA guidelines apply to online or electronic discussions as well. Confidential client information may not be shared in any electronic form including e-mail or posted online.

• Remember to think and edit before you push the “send” button.

• More information on netiquette can be found here: <https://rlc.rutgers.edu/node/443>

**Class Schedule** *(Dates are tentative and will be adjusted according to the semester calendar)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module & Topic** | **Online or In-person** | **Date(s)** | **Assignment**  |
| Module 1 Pharmacology and Physiology | In-person9.7 | 9.7-9.11 | Read |
| Module 2: The Brain | Online | 9.12 -9.18 | Threaded Discussion 1 Due: 9.18 |
| Module 3: Nicotine/Tobacco | Online | 9.19-9.25 | Threaded Discussion 2Due: 9.25 |
| Module 4:  Opioids and Alcohol | In-person9.28 | 9.26-10.2 | Read |
| Module 5: Medication Assisted Treatment | Online | 10.3-10.9 | Threaded Discussion 3Due: 10.9 |
| Module 6:  Stimulants, Sedatives and Hallucinogens | In-person10.12 | 10.10-10.16 | Read |
| Module 7: Science Behind Recovery Slogans  | Online | 10.17-10.23 | Mid-Term ExamDue: 10.20 |
| Module 8: Genetics & the Family Illness  | In-person10.26 | 10.24-10.30 | Threaded Discussion 4Due: 10.30 |
| Module 9:  Drug Craving as Diagnostic Criteria | Online | 10.31-11.6 | Threaded Discussion 5Due: 11.6 |
| Module 10:  Addiction and Trauma | In-person11.9 | 11.7-11.13 | Read |
| Module 11: Tobacco, Addiction & Mental Illness | Online | 11.14-11.20 | Threaded Discussion 6Due: 11.20 |
| Module 12: Biology of Relapse  | Online | 11.21-11.27 | HOLIDAY*Volunteer* |
| Module 13: Consequences of Substance Use | In-person11.30  | 11.28-12.4  | Class Presentations & Reflection PapersDue: 11.30 |
| Module 14: Barriers to Recovery | Online | 12.5-12.11 | Threaded Discussion 7SH MeetingsDue: 12.11 |
| Module 15: Culture & Addiction Recovery          | In-person12.14 | 12.12-12.18 | Threaded Discussion 8Due: 12.13 |

**RUBRICS**

**Scholarly Research/Writing Assignments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Limited(1-2 points) | Good(3 points) | Accomplished(4 points) | Excellent(5 points) |
| **1. Purpose and focus** | No Awareness of audience and/or purpose lacking. Does not meet the assignment.  | A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.  | Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose. | Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.  |
| **2. Development of Ideas** | Minimal idea development, limited and/or unrelated details. | The depth of idea development supported by limited relevant ideas | The depth of idea development is supported by elaborated and relevant details. | The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight. |
| **3. References and Citations** | Some or few references are cited; Missing list of references, reference list titles "Works Cited" | Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.  | Use of references indicate ample research; Complete list of references. Average to above average use of APA style.  | Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.  |
| **4. Organization** | Random or weak organization | Lapses in focus and/or coherence. | Uses logical organization | Careful and/or suitable organization in a scholarly manner |
| **5. Grammar and Formatting** | There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document. | There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work. | Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors. | No errors in grammarThere are no more than two misspelled words or grammatical errors in the document. |
| **6. Language** | Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing. | Simplistic and/or imprecise language, attempt made to write scholarly and scientific.  | Acceptable effective language, Average to above average scholarly and scientific writing. | Precise and/or rich language including scholarly and scientific writing style.  |
| **7. Sentence Structure** | Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA | Simplistic and/or awkward sentence structure, several APA mistakes. | Controlled and varied sentence structure, some APA mistakes. | Variety of sentence structure and length, adherent to APA style (most current edition) |

 **Reflection Writing Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent (5 points)** | **Accomplished (4 points)** | **Acceptable (3 points)** | **Limited (1**-2 **points)** |
| **Depth of Reflection** | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.  | Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| **Required Components** | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| **Structure** | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Appropriate use of references indicates substantial research, Complete list of references, excellent APA style.  | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. Use of references indicate ample research, Complete list of references. Average to above average use of APA style.  | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. Some or few references are cited; Missing list of references, reference list titles "Works Cited" |
| **Evidence and Practice** | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.  | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.  | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.  |

**Video Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 3 Points | 2 Points | 1 Point | 0 Points |
| Relevant Topic- Concept | Excellent- topic is nuanced, approved by instructor, and related to the course. | Average- topic is acceptable, approved by instructor, and related to the course. | Below Average- unrelated topic, disregard of instructor approval.  | Unacceptable/Not addressed- completely unrelated.  |
| Content | Excellent- exceeds peer reviewed and scholarly content. | Average- is appropriately inclusive of the basic of the topic. | Below Average- missing significant pieces of the topic. | Unacceptable/Not addressed- no content.  |
| Video quality and production | Excellent- uses technology, editing, and art. Considering career in video editing. | Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology. | Below Average- issues with formatting, audio and/or visual, cannot view the final piece.  | Unacceptable/Not addressed- no video. |
| Confidence and presentation style | Excellent- the next Jimmy Kimmel. | Average- OK, and academic. | Below Average- looking at the length of the video (how much more time is left). | Unacceptable/Not addressed- my godson could do a better job (He is 3).  |
| Timeliness | Excellent- submitted early or on time. | Average- submitted in the last hour, but on time. | Below Average- late by single digit days. | Unacceptable- more than 2 weeks late. |
|  Handouts, References and Citations | Some or few references are cited; Missing list of references, reference list titles "Works Cited" | Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA.  | Use of references indicate ample research, Complete list of references. Average to above average use of APA style.  | Appropriate use of references indicates substantial research, Complete list of references, perfect APA style.  |

**Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 3 Points | 2 Points | 1 Point | 0 Points |
| Presentation Process and Originality. | Completely prepared and organized. Able to accurately convey subject matter in a professional manner. Attire is professional. Very creative approach to presentation. | Prepared and organized to a lesser extent. Professional demeanor. Creative approach to presentation. | Somewhat prepared and organized. Inconsistent level of professionalism. Presents with a lackluster quality. | Unprepared and disorganized. Lacks professional demeanor and/or is not dressed appropriately. Lacks creativity.  |
| Comprehension and Presentation Skills | Readily able to speak to class about subject matter and respond to questions. Loud enough to be heard with clear enunciation. Speaks towards peers or camera consistently. Hardly ever read from notes. Met the time requirements or less than 1 minute over/under.  | Some hesitations when speaking or responding to questions. A few misspeaks or conveyed moments of uncertainty. Loud enough to be heard with clear enunciation. Inconsistently speaks towards peers or into camera. Sometimes reads directly from notes. Over or under allotted time by 2 min. | Somewhat able to address subject matter. Conveys self-doubt throughout. Tone and volume varies. Sometimes mumbles or stumbles while speaking. Hardly speaks towards peers or into camera. Often reads directly from notes. Over or under allotted time by 3 minutes.  | Does not convey sufficient knowledge of subject matter. Difficult to hear or understand. Does not speak towards peers or into camera. Only reads from notes. Over or under allotted time by 4 minutes.  |
| Critical Analysis | Masterful positions, clearly articulated. Fully, insightfully and effectively addresses all of the presentation guidance points. | Good argument, clearly articulated position, though some refining is needed. Addresses all of the presentation guidance points, but does so ineffectively. | Demonstrates some misunderstanding of subject matter or course concepts or topic position is too general. Missing 1-2 of the presentation guidance points.  | Disconnected from subject matter or course concepts, position on topic is not clear. Missing more than 2 of the presentation guidance points. |
| Handouts, PowerPoint or other AV materials | Excellent quality of written and/or AV materials. Materials are neat and free of errors. Materials include proper APA 7th edition citations.  | Good quality of written and/or AV materials. Materials include APA 7th edition citations with 4 or less errors. | Poor quality of written and/or AV materials. Materials include APA 7th edition citations but have 5 or more errors. | Handouts and/or AV materials contain many errors or are not provided. Materials lack APA citations. |
| Technical Aptitude | Media included 2 or more special effects.Presentation was free of technical issues. | Media included 1 special effect. Presentation was free of technical issues. | Media included 1 special effect but there were a few technical issues. | Media did not include any special effects and there were many technical issues. |
|  Handouts, References and Citations | Some or few references are cited; Missing list of references, reference list titles "Works Cited" | Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA.  | Use of references indicate ample research, Complete list of references. Average to above average use of APA style.  | Appropriate use of references indicates substantial research, Complete list of references, perfect APA style.  |

**Threaded Discussions (for online classes)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **0 Points** |
| **Introduction** | Initial posting is excellent and promotes further exploration and discursion  | Initial posting is very good and promotes engagement  | Initial posting is good and promotes engagement | Initial posting is adequate  | Initial posting is cursory  | Initial posting lacks focus or does not meet assignment directives |
| **Analysis** | Excellent reasoning and analysis throughout the TD  | Very good reasoning, and analysis throughout the TD  | Decent reasoning, and analysis throughout the TD  | Some inaccuracies or flaws in analysis or reasoning during the TD | Unclear reasoning and analysis  | Lacks analysis |
| **Support** | Ideas are supported by scholarly sources  | Ideas are supported by non- scholarly sources | Ideas are supported by undocumented sources  | Ideas are supported using only anecdotal sources | Ideas consist primarily of personal opinions | Ideas are cursory and unsupported  |
| **Interaction** | Quality of responses to others is excellent, meaningful, and respectful  | Quality of response to others is very good, meaningful, and respectful  | Quality of response to others is adequate and respectful  | Quality of response to others is simplistic but respectful  | Quality of responses to others is irrelevant and/or curt  | Does not respond to others in meaningful or respectful ways |
| **Style** | Postings are expertly written yet concise and focused. | Postings are very well written and focused | Postings are adequately written though wordy/or not graduate level | Postings are written with errors in spelling grammar and/or focus | Postings are haphazardly written with little focus. | Postings do not meet scholarly standards. |

**Participation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria/Grade** | **A** | **B** | **C** | **F** |
| **Regular Attendance** | Attends all classes  | Misses 1 class | Misses 2 classes | Misses 3 or more classes  |
| **Lateness** | Always on time.  | Lateness is neither often nor extensive | More than 3 lateness or lateness that accumulate for more than an hour | More than 4 lateness or lateness that accumulate for more than 2 hours |
| **Participation** | Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class. Completes online activities on time. | Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number. Completes most online activities on time. | Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks. Completes some online activities on time. | Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading.Does not completes online activities on time. |
| **Group Participation** | Fully actively engages in group work and discussion. | Generally attentive and participatory. | Poor participation, misses one of two experiential group activities. | No group participation. |

**GSAPP and Applied Dept. Policies**

**Important Dates:**

Withdrawal dates from the Rutgers site: September 14, 2022

**Attendance and Participation:**
Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time.  *Only two (2) excused/unexcused absences are permitted.  Missing more than 2 classes will result in a 5%-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started.  After 3 late arrivals, an unexcused absence will be marked in your record.  The only excused absences those serious in nature (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty).  They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.).  You must always supply me with the original or a copy of your documentation, which I will keep on file.  Only students with approved documentation can be given an excused absence.

**Computer/Cell Phone Use in Class**
If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

**Academic Integrity**
All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

**APA Citation Style.**  All papers MUST be written using the APA style (7th ed.).

**Statement on Plagiarism**Plagiarism as described in the University’s Academic Integrity Policy is as follows: “Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

• Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution.

• Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

• Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

• Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

**Student Resources**

**For more information visit:** https://gsapp.rutgers.edu/current-students/important-links

**Accommodations due to Disability**
If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: https://ods.rutgers.edu/students/documentation-guidelines.

**Title IX:** http://compliance.rutgers.edu/resources/resources-for-facultystaff/

**Counseling services.**Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://psychologicalservices.rutgers.edu. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

**Intellectual Property**

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s [[Academic Integrity Policy](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers)](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course.*