

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **CEFS 691**

#### **SUBSTANCE ABUSE: DIAGNOSIS, TREATMENT, AND PREVENTION**

#### **COURSE DESCRIPTION**

A course designed to introduce the student to current counseling and treatment techniques for substance abuse. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors.

#### **RATIONALE**

As one of the top three issues presented in counseling, whether academic, occupational, clinical, or church settings, this course is designed to help sharpen the student's focus on becoming a skillful counselor in this area. The opportunity exists, as in few other areas of counseling practice, for a counselor to bring skillful healing and grace to those struggling with addictive issues. It is difficult to think of another area of practice where the mind, body, soul, and spirit are so clearly intertwined and amenable to effective intervention.

Method of Instruction: This 8 week course is delivered in an online format, with Blackboard® as the primary instructional delivery method. Students complete one module per week over the duration of the course.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

**IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Synthesize how substance abuse and addiction counseling as a professional activity will be an expression and extension of who he or she is personally through written and oral assignments.
- B. Analyze the development/current trends of addictions counseling as a profession and as a ministry in the body of Christ through written and oral assignments.
- C. Describe the nature, importance, and function of addiction-spectrum conditions and how those issues relate to biblical, moral, ethical, and legal issues through written assignments and a presentation.
- D. Accurately integrate and reference professional research in the behavioral sciences on the diagnosis, treatment, and prevention of substance abuse and other addictive disorders through written and oral assignments and a presentation.
- E. Formulate research-based plans for effective intervention with those experiencing difficulties with substance abuse and other addictive difficulties through visiting facilities and a presentation.

**MATRIX OF STUDENT COMPETENCIES**

CACREP Standard	Course/Experience – Learning Experiences
<i>F1. Professional Counseling Orientation And Ethical Practice</i>	
F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	CEFS 691 Substance Abuse Counseling – Certification Paper
<i>F.3 Human Growth &amp; Development</i>	
F.3.d. theories and etiology of addictions and addictive behavior	CEFS 691 Substance Abuse Counseling – Quiz 1 (Ch. 1-2), Experiential Paper 1-2, Theoretical Approaches Experiential Paper
F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CEFS 691 Substance Abuse Counseling – Quiz 1-4, Experiential Papers 1-2; Discussion Board Forum 2-3
<i>F.5 Counseling and Helping Relationships</i>	
F.5.f. counselor characteristics and behaviors that influence the counseling process	CEFS 691 Substance Abuse Counseling – Experiential Papers 1-3; Discussion Board Forums 2-4
<i>CMHC Foundations</i>	
CMHC 1.b. theories and models related to clinical mental health counseling,	CEFS 691 Substance Abuse Counseling – Theoretical Models and Approaches: Experiential Paper
CMHC 1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CEFS 691 Substance Abuse Counseling – Theoretical Models and Approaches: Experiential Paper
<i>CMHC Contextual Dimensions</i>	
CMHC 2.c. mental health service delivery modalities within the continuum of care, such as inpatient,	CEFS 691 Substance Abuse Counseling – Reading Quiz 1

outpatient, partial treatment and aftercare, clinical mental health counseling services network.	
CMHC 2.e. potential for substance use disorders to mimic and co-occur with a variety of neurological, medical and psychological disorder	CEFS 691 Substance Abuse Counseling – Final Project
CMHC 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	CEFS 691 Substance Abuse Counseling – Certification Paper

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for the forum. The thread must be 350–450 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 classmates' threads. Each reply must be 200–300 words. The student will need to attend at least 2 AI-Anon meetings for the final discussion board.

D. Substance Abuse Certification Paper

The student will write a 6–7-page research-based paper in current APA format that incorporates research into state requirements for a Certified Substance Abuse Counselor (CSAC), or its equivalent, for the state the student currently resides in or may eventually reside in. The paper must include at least 3–4 references in addition to the course textbooks.

## E. Experiential Papers (2)

The student will visit two AA meetings and two NA meetings, and write a summary of each experience. The summary will describe and integrate specific experiential activities gained from the visits. Each summary paper must be 6–7 pages and in current APA format. The paper must include at least 3–4 references in addition to the course textbooks and the Bible.

## F. Theoretical Models and Approaches: Experiential Paper

The student will complete a 2-part paper addressing the following:

## Part 1:

The student will select 1 model from 4 of the 8 categories of models. Then, the student will describe 1 of the stories he/she heard in a meeting that could be used as an example of that particular model. This must include at least 2 paragraphs. The first must provide the details of the story and the second must give the specific reasons for why he/she felt this model provides a good explanation of the client's addiction.

## Part 2:

The student will describe 1 member's story. Then he/she will describe how at least 2 different models could be used to evaluate the member's story.

## G. Quizzes (20)

Each quiz will cover 1 chapter of the Capuzzi and Stauffer text for the assigned modules/weeks. The student will take multiple quizzes each module/week, which will allow the student to focus on a single chapter for each quiz. Each quiz is open-book/open-notes, contains 10 multiple-choice/true-false questions, and has a 30-minute time limit.

**VI. COURSE GRADING AND POLICIES**

## A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Substance Abuse Certification Paper	100
Experiential Papers (2 at 100 pts ea)	200
Theoretical Models and Approaches: Experiential Paper	100
Quizzes (20 at 20 pts ea)	400
<b>Total</b>	<b>1010</b>

## B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email

at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#)

## ***COURSE SCHEDULE***

### **CEFS 691**

Textbooks: Capuzzi & Stauffer, *Foundations of Addictions Counseling* (2016).  
Miller & Rollnick, *Motivational Interviewing: Helping People Change* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Capuzzi & Stauffer chs. 1–3 1 presentation	Course Requirements Checklist Class Introductions Substance Abuse Certification Paper Quizzes 1–3	10 0 100 60
<b>2</b>	Capuzzi & Stauffer chs. 4–6 Miller & Rollnick: chs. 1–2 1 presentation 1 article 1 website	DB Forum 1 Quizzes 4–6	50 60
<b>3</b>	Capuzzi & Stauffer chs. 7–8 Miller & Rollnick: chs. 3–5 1 presentation	Experiential Paper 1: AA Quizzes 7–8	100 40
<b>4</b>	Capuzzi & Stauffer chs. 9–11 Miller & Rollnick: chs. 6–8 1 presentation	DB Forum 2 (AA) Quizzes 9–11	50 60
<b>5</b>	Capuzzi & Stauffer chs. 12–13 Miller & Rollnick: ch. 9 1 presentation	Experiential Paper 2: NA Quizzes 12–13	100 40
<b>6</b>	Capuzzi & Stauffer chs. 14–16 Miller & Rollnick: ch. 10 1 presentation	DB Forum 3 (NA) Quizzes 14–16	50 60
<b>7</b>	Capuzzi & Stauffer chs. 17–19 Miller & Rollnick: ch. 11 1 presentation	Theoretical Models and Approaches: Experiential Paper Quizzes 17–19	100 60
<b>8</b>	Capuzzi & Stauffer ch. 20 Miller & Rollnick: ch. 12 1 presentation	DB Forum 4 (Al-Anon) Quiz 20	50 20
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.