



Master of Arts in Counseling

Course Syllabus

Course Information

COUN697 - ADDICTIONS COUNSELING
Spring 2024
3 Semester Hours

Location/Date/Time

SB003
Tuesday, 2:40 PM - 5:40 PM

INSTRUCTOR'S INFORMATION:

Gregory Czyszczon, PhD, LPC

Email: greg.czyszczon@emu.edu

Office Phone: 540-432-4324

Office Hours: By appointment

COURSE DESCRIPTION:

This course is designed to help students understand the personal, social, emotional, physiological, and environmental factors related to addictions. Emphasis will be placed on both chemical addictions and process addictions. Students will be exposed to the varied aspects and challenges involved in the evaluations, diagnosis, and treatment process of addiction; as well as, the specific qualities and effects of the main mood-altering drugs. This course will also look at the many professional, ethical, and legal issues unique to the field of addictions counseling.

COURSE GOALS AND OBJECTIVES (2016 CACREP STANDARDS & CLINICAL MENTAL HEALTH STANDARDS):

STUDENTS WILL:

1. Become sensitive to the depth, breath, and scope of chemical dependency, abuse and the problems associated with such, including the associated family members and consider the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.F.2.d)
2. Identify the varied aspects of theories and etiology of addictions and addictive behaviors and difficulties involved in both the diagnosis and the treatment of addictions, with a demonstration of the various assessment and treatment approaches via modeling or role plays (2.F.3.d.)
3. Become aware of some of the professional, ethical, and legal issues unique to this field of counseling and the counselor characteristics and behavior that influence the counseling process. (2.F.5.f.)
4. Identify the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (5.C.1.d.)
5. Comprehend the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (5.C.2.e.)
6. Review classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (5.C.2.h.)
7. Discuss cultural factors relevant to clinical mental health counseling and within the context of special population groups. (5.C.2.j.)
8. Acquire knowledge of the effects of specific drugs on the mind and body, as well as, available information resources.

TEACHING APPROACH:

This course will emphasize the process of collaborative elaboration. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the instructor, will engage one another during class sessions in the development and the active engagement with the material being explored.

I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling

professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Our class times are your opportunities to hone that skill of being fully present. *Please read all assignments before class and do your best to actively engage with the assigned readings and experiences.* If you are unable to attend class due to an emergency, I expect you to contact me as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you **keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT AND OTHER RESOURCES:

Please have all readings completed by the day listed on the syllabus.

Primary Text

Stevens, P. & Smith, R. L. (2017). *Substance use counseling: Theory and practice, 6th ed.* New York, NY: Pearson.

Supporting Texts

Macy, B. (2018). *Dopesick: Dealers, doctors, and the drug company that addicted America.* New York, NY: Back Bay Books.

Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction.* New York, NY: North Atlantic Books

RECOMMENDED READING:

Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing, 3rd ed.* New York, NY: Guilford.

SCHEDULE AND TOPICS:

Course Schedule

S = Stevens & Smith Text

M = Maté Text

Date	Subject	Reading/Assignments Due
1/16/24	Introduction to Addictions Course	-
1/23/24	Introduction to Substance Use Disorder Counseling Ethical and Legal Issues	Read S: Chapter 1 – 2 (Read M: Chapters 1-10)
1/30/24	Substances and Their Effect on the Brain, Body, and Bodymind	Read S: Chapter 3 Read M: Chapters 11-16 Due: Autobiography choice <i>Week 1 of your abstinence experience</i>
2/6/24	Why People Use	Read S: Chapter 4 Read M: Chapters 17-19 <i>Week 2 of your abstinence experience</i>
2/13/24	Assessment and Diagnosis Treatment Planning and Treatment Settings	Read S: Chapters 5 & 6 <i>Week 3 of your abstinence experience</i>
2/20/24	Treatment Approaches: Individual Treatment	Read S: Chapter 7 Read M: Chapters 20-22 <i>Week 4 of your abstinence experience</i>
2/27/24	Treatment Approaches: Group Counseling Family Counseling	Read S: Chapters 8-9 <i>Week 5 of your abstinence experience</i>
3/5/24	Spring Break – No Class	-
3/12/24	Treatment Approaches: Motivational Interviewing	Read S: Chapter 10 Read on Moodle: <u>Motivational Interviewing</u> , Chapters 1-3 DUE: Reflection on abstinence experience
3/19/24	Treatment Approaches: Peer Support	Read S: Chapter 11 Read on Moodle: Intentional Peer Support In Class: Guest Speakers
3/26/24	The Social Context of Addiction	Read M: Chapters 23-28 In Class: Group Discussion: <i>Dopesick</i> DUE: Reflection on 12-step experience
4/2/24	Working with Diverse Cultures	Read S: Chapter 12
4/8/24	Behavioral Addictions	Read S: Chapter 14
4/16/24	Prevention	Read S: Chapter 13 DUE: Case Study First Draft
4/23/24	The Ecology of Healing	Read M – Chapters 29-34 DUE: Case Study Final Draft

4/30/24	Finals Week: NO CLASS	-
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Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING & BREAKDOWN OF EVALUATION:

A+ = 340-350 A= 327-339 A- = 315-326 B+ = 305-314 B = 292-304 B- = 280-291 C = 245-279

News you can Use	50	} 350 points possible
12-Step Immersion & Reflection	50	
Abstinence Experience & Reflection	100	
Autobiography Paper	150	

ASSIGNMENTS:

News You Can Use – 50 points

This is a remarkable time to be taking an addictions course. As counselors, we should be aware of what is happening in the world, and what this means for us as professionals. We will begin each class with a brief summary of the previous week’s addiction news. Each of you will be responsible for delivering a brief overview of three news stories (one international, one national, and one local/state) that relate to the topic of this class. To get full points, you will address the 5 Ws: who, what, when, where, and what this means to counselors. Do your best to use **reputable** news sources (e.g. national newspapers and news magazines) and not info-tainment websites (e.g. EOnline or Yahoo news). For full credit, please turn in a brief one-page summary as well as links to the articles.

Immersion Experience and Guided Reflection – 50 points

This assignment is designed to provide students with an opportunity to demonstrate an understanding of the role that various commonly referenced treatment approaches play in recovery from substance use/addictive disorders. You are required to attend two (2) open meetings of self-help support/recovery groups (or two additional meetings if you are a person in recovery and already attending).

Examples of 12-Step support/recovery groups include:

- Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>
- Alcoholics Anonymous: http://www.alcoholicsanonymous.org/en_find_meeting.cfm?PageID=29
- Celebrate Recovery: <http://www.celebraterecovery.com>

- Codependents Anonymous: <http://www.coda.org>
- Emotions Anonymous: <http://emotionsanonymous.org>
- Gamblers Anonymous: <http://www.gamblersanonymous.org/ga/>
- Nar-Anon: <http://nar-anon.org/naranon>
- Narcotics Anonymous: <http://www.na.org/>
- Overeaters Anonymous: <http://www.oa.org/>
- Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>
- SMART Recovery: http://www.smartrecovery.org/meetings_db/view/

*Note: All meetings are "closed meetings" (for those who are addicted) unless "O" (open) is indicated. Only attend open meetings unless you meet the necessary criteria.

Submit a 2-3 page double-spaced reflection paper (this does NOT have to be in APA format) about your experience, **due 3/26/24**. Please include the following in your reflection:

- Identify the meetings that you attended (type, location, day/time)
- Discuss what the experience was like for you, including your feelings before, during, and following the meeting
- Highlight what you have learned from the experience including:
 - What were your initial thoughts, feelings, and reactions to this immersion experience? Why do you think that you reacted in this manner?
 - What this exercise has taught you about what clients might experience?
 - How has this immersion experience opened your eyes to the way that systemic factors increase the potential feelings of stigma and feeling "other" both internally, among group members, and within the larger community?
 - If you could change something about this experience to expand your current knowledge, what would it be and why?
 - How might this experience benefit you in your future work as a counselor?
- Relate your observations and experiences directly to material we have discussed in class, any additional readings you've sought out, and your own identity as a developing counselor.

Suggestions for readings that may help you develop a grounded and meaningful reflection include:

- The Big Book, the Basic Text for Alcoholics Anonymous, Chapter 5: How it works (PDF version at www.aa.org)
- Narcotics Anonymous Basic Text, Chapters 1-3 (PDF version at www.na.org)

Abstinence Experience – 100 points

This three-part assignment is designed to help you experience some of the feelings and thoughts that individuals with addictive relationships either with substances or behaviors experience when they attempt to reduce or give up their drug or behavior of choice. This exercise requires that you reduce usage or give up a substance (e.g., nicotine, caffeine, alcohol, carbohydrates, etc.) or a behavior (e.g., screen/cell usage, Internet use, video/computer games, watching television, pornography, gambling, etc.) for a period of 5 weeks (**beginning 1/28/24 and concluding 3/3/24**). Students must acknowledge that their choice represents a personal challenge that will truly test their ability to maintain abstinence or reduced usage; it should be something that they genuinely believe will stimulate cravings and evoke urges on a regular basis throughout the assignment. Although this assignment is intended to elicit discomfort, students are advised not to make any changes that represent a risk of physical, mental, or emotional harm to self and/or others. For those of you who have difficulty identifying a substance or behavior for this assignment, please contact the instructor so that you can discuss options that may not be listed above. This assignment will be treated with respect and completed assignments will only be read by the instructor.

For this assignment, you will:

- (a) Write a “letter to your substance/behavior.” Written in the first person to the substance/behavior from which you are abstaining or reducing, the letter is to be **completed by Sunday, 1/28/24**. The letter is to be a minimum of 2 double-spaced pages (not to exceed 3 double-spaced pages) and should cover the following areas:
 - a. How my substance/behavior is considered a “friend,”
 - b. How my substance/behavior is a part of my daily life, contributes or isolates me from my support systems/family/community, etc.,
 - c. How my substance/behavior provides “healing” or is a “balm” to my emotional wounds,
 - d. How my substance/behavior controls and promotes my feelings of helplessness and entrapment, and
 - e. How my substance/behavior is hated – what it has “cost” me.
- (b) Keep an abstinence or reduction log/journal of your experiences. The log/journal will describe your feelings, thoughts, and reactions related to times when you experience temptation, are triggered by environmental cues, and/or feel like giving up. Please indicate times when it was particularly difficult to attempt to reduce or abstain, as well as those specific circumstances in which you are inclined to lapse, slip, or relapse (e.g., times of stress, times where structure might be reduced such as weekends, times when distractions are minimal, etc.). The journal should be 2-3 double-spaced pages per week, or the equivalent if handwritten. In addition to freewriting about your experience, there will be time each week set aside in class for a guided reflection, and you should respond to each of the following specific prompts:
 - a. *Week One:* The first week can be hard! To get started, you might reflect on what it was like to write your “letter.” How are you feeling about giving up your substance/behavior? Do you have any anxiety around your goal? On a scale of 1-5, how motivated are you feeling about meeting your goal? How are you planning to manage this loss in your life?
 - b. *Week Two:* How is week two going? What has been most difficult and what has not been so difficult about giving ups this substance/behavior? Have you “slipped” or “lapsed” at all over the past week? If so, share what that process was like and how did you “get back on the wagon?” Did you find support or did you accomplish this on your own? Whatever your experience, use this journal to share the ups and downs so far.
 - c. *Week Three:* You will hit the halfway point this week. How are you doing? What successes have you had so far? Can you “pat yourself on the back this week?” Has it been harder, easier, or as you expected to get to this point? Have you moved up or down on your motivation scales? How will you see your goal through?
 - d. *Week Four:* The end is within sight! Does that make it more or less challenging? Now that you have some “clean” time under your belt, what do you enjoy about not having used this substance or engaged in this behavior? Has anyone close to you noticed a difference in you and if so, what have they noticed? If not, what do you notice in yourself?
 - e. *Week Five:* YOU DID IT! This week is time for celebration! Overall, how was it to give something up for four weeks? Discuss all the ups and downs and challenges that you faced. Don’t forget to acknowledge all your strengths and successes along the way too!
- (c) Write a summary paper that will serve as the conclusion to the 5-week abstinence exercise. This paper is to be a minimum of three-page double-spaced pages, and is not to exceed 5 double-spaced pages. This paper is to describe the reduction or abstinence experience and will serve as the conclusion to your overall experience. The paper is to cover the following points:
 - a. If you chose abstinence, please discuss the applicable pros and cons based upon your experience;
 - b. If you chose reduction, please discuss the applicable pros and cons based upon your experiences;
 - c. Discuss how environment affected your addictive behavioral maintenance and attempted change process;
 - d. Describe what this process meant for you and how it will assist you in understanding a client who may be facing similar processes; and

- e. Discuss how the stages of change will influence the services delivered to someone struggling to overcome this addiction.

Due in its entirety on 3/12/24 and does not require APA formatting.

Autobiographical Case Study (this is a competency assignment) – 150 points

Each student will choose a published autobiography (*choice must be made and turned in by 1/30/24*) of a person who has either used or been addicted to substances, processes, or a combination of the two. This autobiography should be substantial enough to provide the student with enough material for the remaining expectations of the assignment. Once each student has chosen the autobiography and begins to read it, he or she will be expected to treat the autobiographical material clinically. This means that each student will approach the subjective account of the autobiography as-if it were being disclosed by someone with whom the student is working in a clinical capacity. Each student will then begin to conceptualize the use of and addiction to substances or processes as it relates to the subject of the text. **Students will craft such a conceptualization by utilizing the material they encounter in the required text(s) for the course, the DSM-V, their theoretical orientation and the research found in the literature of this orientation, and outside reference materials used to research the experiences disclosed in the autobiography** (need four resources for full credit). Subsequently, students will be expected to develop some thoughts about how they would work with the substance or process addiction given their clinical perspective.

This conceptualization should be in written form; an 8-10 page paper, double spaced in APA format. Each student should attempt to give as detailed a clinical conceptualization as possible, and should address the following topic areas:

- (a) **INTRODUCTION.** Introduction to the client including identifying information, presenting concern, clinical observations and the subjective account of the experienced effects of the substance or process (i.e., as it relates to perceptual experience, the body, physiology, everyday life, relationships, etc.);
- (b) **BACKGROUND.** Subject's relevant background focusing specifically on his/her history as it relates to the use of and addiction to the substance or process. In addition to biopsychosocial factors that may have contributed to the subject's substance use, specifically consider traumatic experiences, major life events, and addiction milestones and recovery. Include a timeline specific to addiction history with overlapping developmental and important historical milestones and a genogram that tracks substance abuse across generations;
- (c) **SCREENING, ASSESSMENT, & DIAGNOSIS.** The symptomatology present in the subject's account, relevant screening or assessment instruments you might utilize, as well as why, to identify any substance use disorder and/or process addiction that the client might have, and your diagnostic impression;
- (d) **COMORBIDITY & DIFFERENTIAL DIAGNOSIS.** Consider how the client's substance use disorder may mimic or coexist with medical or psychological disorders;
- (e) **THEORETICAL THOUGHTS.** Discuss your clinical/theoretical thoughts on the nature and etiology of addiction, both in general, and specific to the subject of the autobiography;
- (f) **TREATMENT PLAN.** On the basis of the subject's diagnosis (SUD and/or other SMI) as well as the subject's stage in the change process, describe three specific counseling strategies you would use and your rationale for those particular interventions in meeting the client's goals. Your treatment plan must be anchored by a theoretical understanding that explains and treats the SUD.
- (g) **CONTEXTUAL ISSUES.** What institutional, historical, and current political conditions might affect the client's case (e.g., institutional racism, or the political climate related to immigration, poverty, welfare, and disability)? Consider how legal and regulatory policies may have impacted your client's experience with substances as well as their access to treatment. How do these contextual issues shape your conceptualization of the client and their treatment?

Due, in class, 4/16/24, with an automatic 10 point reduction if the initial draft is not done in its entirety; with final revisions due on 4/23/24.

*** Procedures for Revisions:** Upon the completion and evaluation of graded material, students are permitted one attempt at revision.

PROFESSIONAL BEHAVIOR:

Attendance: This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. More than two absences per course will result in failing the course.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Grading Criteria: The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines: *Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU uses Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle: Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>

Disability Statement: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations.

All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Institutional Review Board: All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center: Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she/they will keep the information as private as he/she/they can but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or titleixcoordinator@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

**Core 5: Counseling and Helping Relationships
Addictions: Intensive Case Study**

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs work)	2 (Meet minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content	Clinical conceptualization integrating identifying information, relevant history, symptomology and corresponding diagnosis, theoretical conceptualization of clinical concern, and hypothetical direction for treatment (all with a substance use focus).	Addresses points with a lack of clarity or does not address most points	Addresses points by attempting to achieve clarity of thought or fails to address at least two of the points.	Addresses all points by demonstrating clarity of thought	Addresses all points by demonstrating complex thinking	Addresses all points by demonstrating complex or nuanced thinking
	Utilization of literature beyond merely the required texts	Utilizing the text only	Attempt to cite sources beyond the text	Limited references made to sources beyond the text	Integrating relevant sources beyond the text	Professionally integrating relevant sources beyond the text
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management, paper style, etc.	Conveys a hint of knowledge regarding APA format, makes	Makes a valiant attempt to follow APA for	Cites sources for all quotations and usually	Makes virtually no errors in APA documentation.

		Makes many errors.	several errors in documentation style	citation management, paper style, etc.	cites, makes minimal errors in APA format and style	
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Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____/5