Adler Graduate School
Richfield, MN
AGS Course 584

Evaluation and Evidence-Based Practice in COD- Online

1. Course Designation and Identifier
   1.1 Adler Graduate School
   1.2 Course number 584
   1.3 Three (3) credits
   1.4 Prerequisite: 581

2. Course Description
   This course focuses on strengthening an understanding of contemporary and evidence-based treatment models and methods including Screening and Assessment of COD, Motivational Interviewing, CBT, and Adlerian therapy. Examination of the literature, research of evaluation instruments and methods, and effective treatments for co-occurring disorders in diverse populations will be conducted.

3. Texts, Materials and Resources (required)
   3.1 Required materials:

Webinars:
- **Understanding Adult Mental Health and Addiction: The Importance of Intergenerational Interventions.**
- **Repairing the impact of trauma on Early Development and the Parent-Child Relationship.**
- **Building Executive Function to Benefit the Next Generation**

4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 Understands ethical and legal considerations specifically related to the practice of addiction counseling
4.2 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling
4.3 Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
4.4 Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions
4.5 Understands the operation of an emergency management system within addiction agencies and in the community
4.6 Crisis Intervention
4.7 Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events
4.8 Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate
4.9 Understands how living in a multicultural society affects clients with addictions
4.10 Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling
4.11 Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions
4.12 Maintains information regarding community resources to make appropriate referrals for clients with addictions
4.13 Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions
4.14 Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care
4.15 Understands how to critically evaluate research relevant to the practice of addiction counseling
4.16 Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling
4.17 Applies relevant research findings to inform the practice of addiction counseling
4.18 Understands the connection between Developmental Trauma impact and current risk of substance use, abuse and dependence.
5. **AGS Online Course Overview**

5.1 AGS online courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend approximately 135 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time -- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.

5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. **Course Outline**

**Week One**  **Introduction**

1) Course Overview and Expectations  
2) Special Project Discussion  
3) What does EBP mean?  
4) How does emerging science impact current practice models?  
5) Ethical considerations in EBP  
6) Brief Introduction to Trauma

**Readings:** Watch Webinars:  

a. Understanding Adult Mental Health and Addiction: The Importance of Intergenerational Interventions.  
b. Repairing the impact of trauma on Early Development and the Parent-Child Relationship.  
c. Building Executive Function to Benefit the Next Generation

**Trauma**

1) Discussion on Developmental Neuro-Science and implications for future best practice  
2) Discussion of EBP and Trauma Focused Care and TF Practitioners  
3) Overview of TF-CBT  
4) Overview of EMDR

**Readings:**

**Week Two**  **Mindfulness**

1) What is mindfulness  
2) Evidence on the effectiveness of mindfulness  
3) Mindfulness article share: 5 minute presentation on your article

**Readings:**

- Complete a 1 week mindfulness journal
Week Three  Stages of Change and Client Centered Practices
1) Stages of Change Discussion
2) Stages of Change activity
3) Client Centered Practices Discussion

**Homework:**
- Read Chapters 1-3 in Motivational Interviewing: Helping People Change
- Review Stages of Change worksheet
- Read SAMHSA’s working definition of recovery: http://www.samhsa.gov/recovery
- https://store.samhsa.gov/shin/content/PEP12-RECDEF/PEP12-RECDEF.pdf (optional)
- Read Chapters 6, 12, 14, 15, and 18 in Motivational Interviewing: Helping People Change.

6.5 Motivational Interviewing
1) What is Motivational Interviewing?
2) OARS activity
3) Working with ambivalence
4) Ambivalence activity
5) Discussion

Week Four  Cognitive Behavioral Therapy and Dialectical Behavioral Therapy
1) DBT Discussion
2) CBT Discussion

**Reading:**
- Keep a CBT journal for one week
  - Use one example each day of something you have experienced (it can be a positive situation or a challenging situation). Utilize CBT and write a reflection in your journal regarding the experience.
  - Complete one assignment out of The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Tolerance for each of the following:
    - Distress Tolerance
    - Emotion Regulation
    - Mindfulness
    - Interpersonal Effectiveness
  - Read Ch. 2, 3, and 5 for Integrated Treatment for Co-Occurring Disorders: Treating People, Not Behaviors.

Week Five  Overview of Existing and Emerging Evidence Based Practices
1) Review of SPT
2) Overview of existing EBPs
3) Overview of emerging EBPs

**Homework:**
- Special Project Time: Read description below (Due 7/15)

6. Special Project Time (SPT)

Option 1: For the Special project students are expected to write a 10-15 page paper discussing 1) How Adlerian principals can be integrated (or are already present) in each of the following EBP: MI, CBT, DBT, EMDR or TF-CBT, Client Centered Therapy, and The Stages of Change/Harm Reduction as it relates to treating COD clients. 2) Additional Adlerian techniques/methods/models that are Evidence Based Practices with COD clients.
Option 2: Choose 3 of the topics covered in class (MI, CBT, DBT, EMDR, TF-CBT) and create 5 homework assignments for each. Each assignment must have a brief (3/4 page min. 1 page max) explanation of how this assignment addresses a specific Co-Occurring situation AND how it is Adlerian in nature.

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 45 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

6.3 SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8)

7.1 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. **You can earn a maximum of 36 points in this required activity.**

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
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</tbody>
</table>
7.2 Peer Responses

Peer responses can earn 3 points per each peer response (with the total of 6 points per unit). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates’ observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.
8. **Assessment/Evaluation Procedures**

8.1 **Assignment Overview**

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date Unit</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper on Trauma</td>
<td>20</td>
<td>4.1,4,2,4,3,4,4,4,4,6,4,7,4,18</td>
<td></td>
</tr>
<tr>
<td>Peer Reviewed Article/Presentation</td>
<td>15</td>
<td>4.1,4,3,4,15,4,16,4,17</td>
<td></td>
</tr>
<tr>
<td>Mindfulness Journal</td>
<td>10</td>
<td>4.1,4,2,4,8, 4,16</td>
<td></td>
</tr>
<tr>
<td>DBT assignments</td>
<td>15</td>
<td>4.1,4,2,4,8 1,4,14,4,16</td>
<td></td>
</tr>
<tr>
<td>CBT Journal</td>
<td>10</td>
<td>4.1,4,2, 4,8 4,15,4,16,4,17</td>
<td></td>
</tr>
<tr>
<td>Discussion Posts/ Responses</td>
<td>65</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Special Project Time</td>
<td>65</td>
<td>4.1,4,3,4,6,4,7,4,8,4,9,4,14</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>200</td>
<td></td>
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</tbody>
</table>

8.2 **Grading:** [Based on total points for the class]

A 180-200 points  
B 160-179 points  
C 140-159 points  
R 139 points or less= Retake

9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings**. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student **misses** more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

Students must be in attendance for the first class and the last class, missing either of the classes will result in an automatic “R” (retake). Students who miss more than 1 unit (either 1 Tuesday night or ½ a weekend meeting/class) understand that this **may** result in a grade of “R” (retake). Students who are late to class or need to leave early from class will lose a portion of attendance/participation points for that day. If a student misses an entire class, they will receive no attendance/participation points for that day, which will impact their grade. Students are expected to contact the instructor before class to notify the instructor that they will not be in attendance.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.
10. **Participation Disclaimer**

10.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.
15. **Instructor Contact Information**

Rashida Fisher, MS, LGSW, LADC  
Adjunct Faculty  
Adler Graduate School  
1550 East 78th Street  
Richfield, MN 55423  
Office: 612-767-7062  
Cell Phone: 612-743-2155  
Office Email:  
[Rashida.fisher@alfredadler.edu](mailto:Rashida.fisher@alfredadler.edu)  

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