Adler Graduate School
Richfield, MN
AGS Course 584

Evaluation and Evidence-Based Practice in COD

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 584
1.3 Three (3) credits
1.4 Prerequisite: 523, 583

2. Course Description
This course focuses on strengthening 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 and 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:


3.2 Suggested materials - Cognitive Diary CBT Self-Help from Google Play or iCouch CBT
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.
5. **Course Outline**

5.1 **Unit 1: Introduction**
   1) Course Overview and Expectations
   2) Special Project Discussion
   3) What does EBP mean?
   4) Ethical considerations in EBP
   Have Read: N/A
   Homework: Assigned Reading in Multicultural Special Topic on Harm Reduction
   **Due: N/A**

5.2 **Unit 2: Stages of Change and Harm Reduction Models**
   1) Stages of Change
   2) Harm Reduction Discussion
   3) Stages of Change Quiz (15 points)
   Have Read: Unit 1 Handout
   Homework: CBT App --- keep your own journal for a week
   **Due: Reflection on Unit 1 Reading (10 pts)**

5.3 **Unit 3: Cognitive Behavioral Therapy**
   1) Video
   2) Theories and Models
   3) Discussion
   Have Read: Integrated Treatment for Co-Occurring Disorders
   Homework: Integrated Treatment Reflection paper
   **Due: Turn in Copy of CBT Journal (10 pts)**

5.4 **Unit 4: Motivational Interviewing with Jonathan Lofgren**
   Have Read: Motivational Interviewing, Third Edition: Helping People Change (Applications of Motivational Interviewing). Miller and Rollnick, 2012
   Homework: N/A
   **Due: Reflection Paper on Integrated Treatment (10 pts)**

5.5 **Unit 5: Motivational Interviewing with Jonathan Lofgren**
   Have Read: N/A
   Homework: Assigned Pages in Building Motivational Interviewing Skills (Rosengren)
   ***We recommend you make photo copies from your workbook and complete on the photocopy so you can maintain this workbook for future professional development***
   **Due: In-class work (20 pts)**
5.6 **Unit 6: Motivational Interviewing Practice and Integration**

1) Triads Motivational Interviewing
   *** Bring Motivational Interviewing Workbook (Rosengren, 2007)***
2) Motivational Interviewing Quiz (25 points)

Have Read: N/A

Homework: Read selection on DBT (handed out in class) and write reflection paper

Due: Submit Assigned pages from workbook (10 pts)
    In-Class Tri-ads work (20 pts)

5.7 **Unit 7: Basics in Dialectical Behavioral Therapy (DBT)**

1) History and Development of the Model
2) Screening clients
3) Understanding the 4 Stands of DBT
4) Accronym in DBT

Have Read: DBT handout from Unit 6 class

Homework: Choose 5 homework assignments from The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Tolerance

*** Remember make photocopies then do the assignments on the photocopy, you will probably use these with future clients, preserve your copy ***

Due: DBT Reading Reflection Paper (10 pts)

5.8 **Unit 8: Client Centered Therapy**

1) New Model
2) How does it differ

Have Read: N/A

Homework: Reflection Paper on Client Centered Therapy
Read Trauma Handouts

Due: 5 Homework assignments from DBT workbook (10 pts)

5.9 **Unit 9: Trauma**

1) Overview of EMDR
2) Overview of TF-CBT
3) Discussion of EBP and Trauma Focused Care and TF Practitioners

Have Read: Trauma Handouts from Unit 8 class

Due: Reflection Paper on Client Centered Therapy (10 pts)

Final Assignment

*Program Critique* (Due Module 7)
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 ad it relates to treating COD clients. 2) Additional Adlerian techniques/methodes/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-Occuring situation AND how it is Adleraian 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 30 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).
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>4 Reflection Papers</td>
<td>2,4,7,9</td>
<td>40</td>
<td>4.1,4.2,4.3,4.8,4.9,4.10</td>
</tr>
<tr>
<td>CBT Journal</td>
<td>3</td>
<td>10</td>
<td>4.14,4.15,4.16,4.17</td>
</tr>
<tr>
<td>In class work with Jonathan</td>
<td>5</td>
<td>20</td>
<td>all</td>
</tr>
<tr>
<td>In Class Triads</td>
<td>6</td>
<td>20</td>
<td>4.11,4.14,4.15</td>
</tr>
<tr>
<td>MI Workbook</td>
<td>6</td>
<td>10</td>
<td>4.1,4.15,4.16,4.17</td>
</tr>
<tr>
<td>DBT Workbook</td>
<td>8</td>
<td>10</td>
<td>4.1,4.15,4.16,4.17</td>
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<tr>
<td>Quiz</td>
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<td>25</td>
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<td>15</td>
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<tr>
<td>Special Project</td>
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</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:
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**

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