

Addiction Counseling

PSY 437: Online (asynchronous)
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 Course website: <https://usm.instructure.com/login/canvas>
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 Office Hours: Monday 9 -10 AM; Tuesday 11-12. Please contact me to schedule.

Course Description

This course provides a broad introduction to counseling theories and processes for addictive behaviors focusing on substance use. Course topics will include exposure to models and theories of addiction, psychological processes and addiction, diversity and health disparities in addiction, and evidence-based prevention and treatment models. Students will be challenged to consider personal and societal assumptions about addiction, associated stigma, and how this affects engagement in recovery efforts by those with an addiction.

Objectives

Course Objectives Associated - APA Transferable Skills & What You Can Do!		
By the end of this course, students will be able to:	APA Skill	What you can do in class to build skills
1. Recall professional ethics and diagnostic issues associated with addiction counseling.	Integrity; Judgement/decision making	<ul style="list-style-type: none"> Use readings and lectures to pay attention to the ethical issues, concerns, and diagnostic decisions involved in addiction counseling. Discuss how you would address these situations.
2. Identify and evaluate how addiction develops and is maintained using a. biological models, b. psychological models, c. sociocultural models, and d. biopsychosocial model.	Inclusivity; analytical thinking; written communication	<ul style="list-style-type: none"> Use online case discussions to analyze how addiction develops, is maintained, and treated as well as how these models involve diversity. Attend to your writing in online discussions and papers.
3. Demonstrate basic understanding and empathy for individuals battling addiction and the associated stigma.	Service orientation; critical thinking; written communication	<ul style="list-style-type: none"> Use lecture reviews to think critically about how to apply the information and further develop your writing skills.
4. Compare various career options in addiction counseling at various levels of education.	Information management, written communication	<ul style="list-style-type: none"> Use the addiction career webpage review to locate, evaluate, organize, and write about the processes involved in certification as a chemical dependency counselor in Mississippi.
5. Evaluate evidence-based assessment, prevention, treatment, and recovery of substance use and addiction.	Analytical thinking	<ul style="list-style-type: none"> Use online discussions and video reviews to analyze and write about the different assessment, prevention, and treatment approaches.

Textbook & Required Materials

Morgan, K. (2017). *Substance Use Disorders and Addictions*. Thousand Oaks, CA: Sage

Additional readings (available in Canvas)

Bowen, S., Chawla, N., & Witkiewitz, K. (2014). Mindfulness-based relapse prevention for addictive behaviors.

DiClemente, C.C. (2020). Screening, brief intervention, and referral to treatment: An efficacious public health approach to substance use prevention and treatment.

Denning, P., & Little, J. (2011). What is harm reduction & whom it is for?

This section of PSY 437 is a **fully online asynchronous course** that utilizes the Canvas Learning Management System. For information on using Canvas, you should refer to the university's Student Support page at <https://online-learning.usm.edu/canvas-technical-assistance/> or utilize the help system from within Canvas. **You will need regular Internet access for Canvas and should plan to check for updates every business day.** It is this my belief that students should be a junior or senior and have a 2.75 or higher GPA to be enrolled and succeed in this class.

Communicating with Dr. Madson

1. **Online Office Hours**: As this is a fully on-line class the majority of our interactions will be through email. If a meeting is absolutely necessary, we will arrange a mutually agreed upon time to meet. You should e-mail me at Michael.madson@usm.edu to arrange a time and method to communicate.

PLEASE CONTACT ME THROUGH EMAIL VS PHONE. Requests for a meeting should be made at least 48 hours prior to a wanted meeting. In other words, do not e-mail me in the morning and expect to meet the same day.

2. **E-mail**: The best way to email me is through Canvas. For email communication with me (Michael.madson@usm.edu) outside of Canvas, please use your official @usm.edu account. This is the only way I can ensure you are who you say you are. Also, be sure to include the class name in the subject line (e.g., PSY 437 Addiction Counseling). I will do my best to answer emails within 2 business days. If you do not receive a response within two business days, please re-send your message (I probably did not receive it). I may not answer emails during weekends, university breaks or holidays nor from non-USM email accounts.

Technical Information

As this is a fully online course, a certain level of technical ability and equipment will be necessary.

Student Computer Skills

To be successful in this course, you must be comfortable communicating by email, using word processing software, and working in an online environment.

Technical Expectations and Requirements

This course is fully on-line and requires a computer (DO NOT attempt to complete this course using only a tablet or smart phone) and reliable Internet access. You should have a regular, reliable Internet source AND plans for a back-up Internet source. If you do not have high-speed Internet access at home, I suggest that you take the course from another location where high-speed Internet access is available. It will be difficult to take this course using a dial-up connection since many pages are large and would take a very long time to load.

For those in the local area, the university has computers available for student use. For those who live elsewhere, most public libraries have free Internet access.

I cannot accept lack of Internet access as an excuse for missing course due dates or quizzes, unless there is a natural disaster that causes widespread power outages in your area.

Do not wait until the last minute to begin an assignment or exam. If your computer crashes or your regular Internet source is unavailable, you may need to travel to your back up Internet source. Remember technical difficulties is not an excuse for incomplete/late/missed assignments quizzes.

If you must travel for family or work responsibilities, remember that course assignments may be submitted from any computer with Internet access and any time prior to the due date.

Technical Support

I am not a technical support specialist, and it is very unlikely that I will be able to help you with any technical difficulties you may experience during the course. Fortunately, the university provides support for various issues.

- Canvas support: <https://online-learning.usm.edu/canvas-technical-assistance/>
- University support: <http://www.usm.edu/itech>

Using Canvas

Some of you may have taken online courses in Canvas in prior semesters. If so, you'll probably already know how the system works. If you are not familiar with Canvas or if this is your first online course, here is what you need to know to get started:

Finding Your Course

To find your online course, go to USM's Canvas page at <https://usm.instructure.com/login/canvas> and login using your SOAR username and password. If you do not know your username or password, contact iTech right away (<http://www.usm.edu/itech>). Once you have logged in to Canvas, you should go to your course dashboard – located on the left side bar. On your dashboard page you should see PSY 437 Addiction Counseling H001.

Accessing Course Material

Once you have logged in to Canvas and found this course, you should see the modules from the home page. If not click the modules tab on the left of your screen. On this page you will see a listing of the modules with the week and topic. All narrated lectures and video links are available in each module (e.g., all week 1 info is located in the week 1 folder and so on). All assignments, including Quizzes,

can be found at in each weekly module and the Assignments tab. Quizzes are also available at the Quiz tab. Please note: Module Quizzes will not be available/visible until the quiz date.

Best practices for students when taking an exam/quizzes online:

- Don't wait until the last hour to take your quiz. The Internet is busy during testing time.
 - If you have been given 30 minutes for the quiz, but you log on to take it within 15 minutes of the time the quiz will be available, you will only get 15 minutes to take the test.
- If you are being proctored, the sooner you schedule your appointment the better your experience will be.
- Be conscious of who is using the Internet as you are taking your test.
 - The more people accessing the wireless system the slower the Internet connection.
 - If possible, plug your computer into the hard-wire connection.
 - The more secluded you are during the test, the better your outcome.
- Check your computer setup Links to an external site. The day before and within 15 to 20 minutes of your exam.

CLASS ASSIGNMENTS

Lecture reviews: For each week there are narrated lectures – turn your sound up when reviewing slides! There are 6 lecture reviews assigned during the course, and each will be worth up to 5 points. For each assigned lecture review you are to complete the review using the format located on pg. 10. I will answer/discuss 1 question each submission and you are expected to reply to my response within 48 with a thoughtful response for full credit! NOTE: I have broken lectures up into segments, but you are responsible for reviewing ALL segments each week. All lecture reviews are **due at 11:59 PM on Wednesday** of the assigned week. See grading rubric on pg. 10 for more details and examples.

Quizzes: There will be 4 TIMED online quizzes in this class. Each quiz is non-cumulative and will cover the material presented since the last quiz (e.g., reading, lecture, videos). Individually you will complete 25 multiple choice questions on the material worth 25 points each for a total of 100 points (4 quizzes x 25 points). You will have 30 minutes to complete the quiz and quizzes are NOT open book. The quiz portal will be open from **7AM THURSDAY to 7 AM FRIDAY. The quiz window is open for 24 hours (see schedule).**

Video/Podcast/Interview reviews: There are several videos/interviews/podcasts related to class materials. You are expected to watch each in its entirety and to submit a 1-page summary that answers the questions located on pg. 11 of interesting facts/things you learned from the video that you didn't know previously. Each review is worth 5 points. Your reviews will be **due on Thursday by 11:59 PM** on the week assigned. See pg. 11 for grading rubric.

Addiction Career Web-page Review: Addiction counseling is one area where you can get certified to provide services without a graduate degree. To help you become better acquainted with the requirements to become certified you will evaluate the Mississippi Association of Addiction Professionals website (available on Canvas). After **thoroughly** reviewing this webpage, you will answer the questions listed on Pg. 13. **DO NOT SIMPLY COPY AND PASTE** – that can be considered plagiarism.

Addiction Case Discussion Posts: There will be **4 discussion posts** required throughout the semester. They can be found by clicking the “Discussions” in the Canvas course menu, and links to each discussion will be included within each week in which one is assigned. Each discussion post is worth 5 points. The due dates for all discussion posts are listed in the Course Schedule, and all posts (your reply to the discussion topic AND reply to classmates – all 4 posts). See pg. 12 for grading rubric.

Discussion Post 1: Introduce Yourself to the Class

As a fully online course, we have fewer opportunities to get to know each other and learn from one another’s experiences. This assignment is designed to help overcome that limitation. Write a short post introducing yourself to the class. There are multiple steps for this introduction see week 1 in canvas.

- First, read the syllabus completely!
- Second, watch the MESSAGE FROM DR. MADSON.
- Third, read the language of addiction document.
- Finally write your introduction post. In your introduction, please address the following:
 1. Your name and what you prefer to be called (i.e., nickname).
 2. Your academic major and year in school.
 3. The reason(s) you are taking PSY 437: Addiction Counseling.
 4. One thing you want to learn about or better understand about addiction counseling during this course.
 5. Your plans after graduation (e.g., your future career goals).
 6. State that: *I have thoroughly reviewed the syllabus and what is expected of me in this class and understand that Dr. Madson will refer me to the syllabus as a first step in answering syllabus related questions.*
 7. State that: *I have read the language matters document, will use the appropriate language in this class to help reduce the stigma associated with addictions and recognize points will be deducted from my work for using stigmatizing language.*
 8. Something that stood out to you in the Dr. Madson welcome video.

**Please feel free to post a video instead of a text reply if you would like to do so.
Discussion 1 is due by 11:59 PM on 1/21**

Group Discussion 2-4

For each discussion, you will be randomly assigned to a discussion group with 5-7 students per group. Group discussion assignments will take place with the members of your group. For each group discussion assignment, you will:

Post a response in relation to the case related question(s) listed for that week. You should read the case and provide a thoughtful initial response AND answers/replies to at least three of your classmates’ responses. Thus, you should have **4 posts** for each discussion.

Your posts should be thoughtful, open-ended, and designed to facilitate meaningful discussion of the case among your group. They should be at least 2-3 sentences and demonstrate that you read the case, reviewed class material, observed lectures, and are able to think critically about course content. Posts should be relevant to the case and based on course material (reading, lecture, videos/interviews) and NOT personal opinion. Be creative and remember that the goal is to stimulate critical/analytical thought and discussion in your group but should avoid only discussing your opinion – back up your points with class info! **You should integrate at least 2 point from class material in each post!**

Your responses/answers to others' questions should be at least 2-3 sentences and refer to relevant course material (e.g., assigned readings, lectures, videos). Good answers will also appropriately incorporate your interpretation of the case and facts from the course material.

Everyone's involvement in the discussions is important because it allows us to be connected to each other as a class and facilitate learning. I strive to maintain an inclusive environment, which requires that we all respect each other and treat everyone involved in the course with civility, regardless of whether we understand or agree with others' views.

You will see that each group discussion is due on a Thursday by 11:59 PM. Because other students in your discussion group depend on you to post questions so they can post their responses, please post your initial response by **11:59 PM of Tuesday** of the week the discussion assignment is due. Please notify me ASAP if members of your group did not provide timely posts to facilitate your response! Since late discussion posts do not benefit anybody, the Late Assignments and Verified Excuses policy does not apply to group discussion posts. Late group discussion posts will receive 0 points.

Initial post due by 11:59 PM on TUESDAY the week of the discussion.

ALL response posts are due by 11:59 PM on THURSDAY the week of the discussion.

Important Policies

Make-up Assignments:

Students need to attend every class session. We recognize that situations can arise affecting class attendance or submission of an assignment by its due date. It is the student's responsibility to provide an explanation to the course instructor relative to an absence(s). Course instructors state attendance policies and course requirements on the course syllabus. Course instructors (at their discretion) determine whether they will excuse an absence, allow make-up work, change grades, or reschedule an exam. It is my policy that you receive an official university excused absence in order to make up any quiz or assignment regardless of situation. I hold this policy to create a fair and consistent learning environment for all students. You can do so by completing a [Request for Academic Notification](#)

DROP DATE

New university-wide policies related to withdrawing/dropping take effect this semester (see <https://www.usm.edu/registrar/spring-2022-full-academic-calendar.php>). Students now have until January 26, 2022) to add/drop classes without penalty. After January 26, students wanting to drop a

class must formally withdraw. Between January 26 – April 6, 2022, withdrawing from a class will result in a grade of W. After April 6, all students will receive a letter grade (i.e., the grades of WP and WF are no longer available).

Academic Honesty & Plagiarism:

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to): Cheating (including copying from others' work)

- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: <https://www.usm.edu/institutional-policies/policy-acaf-pro-012>. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Plagiarism*

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Intent does not have to be proven for an act to be judged as plagiarism. Please communicate this to your students.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:

1. reproducing another author's writing as if it were one's own
2. paraphrasing another author's work without citing the original
3. borrowing from another author's ideas, even though those ideas are reworded, without giving credit
4. copying another author's organization without giving credit

Plagiarism is a serious offense. See Academic Integrity Policy above for a list of possible sanctions.

Students with Disabilities

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035. Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu

Course Grading

There will be a total of 200 points for the class. Grades will be assigned on a point system.

Class Quiz 4 x 25 points	100
Lecture reviews 6 x 5 points	30
Discussion Posts 4 x 5	20
Video reviews	30
<u>Addiction Career Review</u>	<u>20</u>
	200 points

Percent of Points Required	Letter Grade	Course Points
90%	A	180 - 200
80%	B	160 - 179
70%	C	140 - 159
60%	D	120 - 139
<60%	F	<120

For psychology majors (and minors), you must earn a grade of “C” or better in order for the class to count toward the psychology major.

Determining your grade: Look at your TOTAL points in Canvas and compare it to this grading scale.

NOTE ABOUT GRADING

Late assignments will receive reduced points for each business day it is late. If not turned in on the due date and time points will be deducted.

1. Assignments worth 1.5 points or lower will be reduced by .25 points for each day late.
2. Assignments worth 1.5 – 5 points will be reduced by 1 point for each day late.
3. Assignments worth more than 5 points will be reduced by 2 points for each day late.

Keep on top of your grade during the class – you can track it on Canvas. **Final grades are final.** I will not provide extra opportunities at the end of class that are not outlined in this syllabus and available to all students in the class. You are welcome to come see your grade at the end of the semester, but it will not change unless I made a mistake.

MY PHILOSOPHY OF TEACHING

I believe students learn best when actively engaged. This means that I believe that we all have important aspects to add to class discussions to develop our understanding of the topic. However, this does not mean that material should not be critically analyzed. As a result, much of the course will involve group discussion, facilitation, video, lecture, and experiential exercises.

Should it be necessary, I reserve the right to change this syllabus during the semester and to share changes with you

Course Schedule

Date	Topic/ Activity	Reading	Assignment/Activity
Week 1 1/19	Syllabus, Success in this course, APA transferable skills, why addiction counseling	Author's preface pp. xv - xxxix	Discussion 1 due: 1/21 @ 11:59 PM
Week 2 1/24	Addiction & The Brain	Chapter 1	Submit your addiction counseling career questions by 1/28/22 @ 11:59 PM
Week 3 1/31	Interviewing & assessment	Chapter 2	Lecture Review 1 Quiz 1
Week 4 2/7	Diagnostic issues	Chapter 3	
Week 5 2/14	Treatment modalities and client placement	Chapter 4	Discussion 2
Week 6 2/21	Motivational interviewing	Chapter 5 <i>Interview with Dr. Miller</i>	Lecture review 2 Video review Quiz 2
Week 7 2/28	Screening, brief intervention & referral to treatment (SBIRT)	DiClemente (2020) <i>Interview with Dr. DiClemente</i>	Lecture review 3 Video review
Week 8 3/7	Behavioral approaches	Rasch (2017) <i>Interview with Dr. Rash</i>	Lecture review 4 Video review
Week 9 3/14	Spring Break		
Week 10 3/21	Cognitive behavioral approaches	Chapter 6 <i>Interview with Dr. Weiner</i>	Discussion 3 Video review
Week 11 3/28	12 – step and social support	Chapter 9 <i>Interview with Dr. Horvath</i>	Video review Quiz 3
Week 12 4/4	Relapse prevention	Chapter 10	Lecture review 5
Week 13 4/11	Harm reduction	Denning & Little (2012)	Lecture review 6
Week 14 4/18	Mindfulness based relapse prevention	Bowen et al (2014)	Discussion 4
Week 15 4/25	APA Skills, Careers in addiction counseling	<i>Interview with John Harrington</i>	Video review Quiz 4
Week 16 5/2			Addiction Career Webpage Review Due 5/3

NOTE: All assignment portals, except quizzes, are open and you can submit before the due date!

Lecture Review Format and Grading Rubric

Lecture review #1

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Points for further discussion/learning:

- 1.

How might you use this information to education a client (family) about recovery from addiction?

Lecture Review Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Three things I learned in this lecture	<p>2 pts Clearly identified two facts learned and offers details. Presented concisely.</p> <p>Example: <i>I learned that classical conditioning (association learning) and operant conditioning (consequence learning) help to explain how addiction develops (through learning) and how it is maintained.</i></p>	<p>1 pts Ambiguous what was learned. No details.</p> <p>Example: <i>I learned about the behavioral model of addiction.</i></p>	<p>0 pts Could not tell what was learned. Provides less than 3 things. Not related to lecture or no evidence lecture was reviewed. Used stigmatizing language</p> <p>Example: <i>Addiction has different models.</i></p>
Question/something I'd like to learn more about	<p>1 pt Clearly relates question/learning point directly to lecture information.</p> <p>Example: <i>You mentioned that the biopsychosocial model is the best model for comprehensively explaining addiction. I would like to learn more about this model, specifically how would a psychologist help other professionals like MDs think beyond their model</i></p>	<p>.5 pts Question is vague and ambiguous. Doesn't seem to relate to lecture material or demonstrate lecture was reviewed.</p> <p>Example: <i>I'd like to learn more about the biopsychosocial model.</i></p>	<p>0 pts Offers no questions/areas for further learning. Not related to lecture material.</p> <p>Example: <i>I have no questions.</i></p>
How info can be used to educate clients (families) about recovery	<p>1 pt Clearly and concisely discusses how info can address stigma. Relates to class information</p> <p>Example: <i>By understanding that addiction is a complex biopsychosocial interaction like other health problems we could combat addiction by helping others appreciate how addiction functions like other diseases such as heart disease. Perhaps this would help raise awareness among those who have addiction increasing their willingness to seek help as well as helping those who hold negative views of addiction better understand the problem.</i></p>	<p>.5 pts Unclear how info can address stigma.</p> <p>Example: <i>The biopsychosocial model of addiction can help reduce stigma.</i></p>	<p>0 pts No discussion of how info can address stigma. Uses stigmatizing language in review.</p> <p>Example: <i>We can help addicts understand how addiction develops using these modules.</i></p>
Response to Dr. Madson's comment	<p>1 pt Well thought out response directly related to Dr. Madson's comment. Responds within 48 hours of Dr. Madson's comment.</p>	<p>.5 pts Vague response that simply acknowledges Dr. Madson's comment.</p>	<p>0 pts Unclear response, or simple thank you. No response.</p>

Video Review Guidelines

For each video/interview/podcast you review, you will need to write a brief summary (1-2 double-spaced pages, 12 point font, paragraph form, 1 inch margins). Your summary should follow the format below including the appropriate headings and must include responses to the following questions:

1. **Briefly** summarize the video – what were the major themes of the video.
2. Discuss two new things you learned about substances, substance use, addiction, or treatment from the video/podcast.
3. Based on the interview and class information discuss your personal reaction to using this information/approach to work with addictions.

Video Review Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Video Summary Provide a descriptive but concise summary of the video – NOT a play by play	1 pts Provided a thorough and comprehensive summary of the video. This information is presented concisely.	.7 pts Information was unclear. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Too much play by play of the video.
Two things learned	1.5 pts Clearly identified two facts learned. Presented concisely	1.0 pts Ambiguous what was learned	0 pts Could not tell what was learned.
Personal reaction Provide a personal reaction to using the approach demonstrating critical thinking	1 pts Clearly and concisely discusses personal reaction.	.3 pts Personal reaction is unclear.	0 pts No discussion.
Quality of writing -proofread -appropriate language -written well	.5 pts Well written; No mistakes	.3 pts Some grammar and spelling mistakes	0 pts Several mistakes, no logical flow, hard to read and comprehend. Uses stigmatizing language

Group Case Discussion Post Guidelines

1. Post a response that directly relates to the case questions presented for that week.
 - a. Your post should be thoughtful, open ended and designed to facilitate meaningful discussion.
 - b. Your post should be 2-3 sentences long and demonstrate that you read the material, viewed the lectures and are able to think critically.
 - c. You should incorporate at least TWO points from class material (e.g., reading, lecture, videos/interviews).
2. Post a response to at least 2 of your classmate’s posts.
 - a. Responses should be at least 2-3 sentences.
 - b. Demonstrate/refer to relevant class material.
 - c. Each post should incorporate at least two points from class material.

Discussion Post Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Timely participation	1.5 pts Posts initial response before due date. Timely replies/questions to allow for discussion.	.75 pts Posts initial response by the due date. Posts replies shortly before deadline to “get in” responses	0 pts Posts initial response after the due date. Does not post minimum responses.
Integrate class material	1.5 pts Posts supported by direct connections to at least 2 points from course materials.	.75 pts Posts vague or incomplete connections to class materials or identifies only 1 point from class	0 pts Does not post a response. Does not incorporate class material.
Thoughtful contribution to learning community	1.5 pts Poses thoughtful responses or novel ideas that generate new ideas and group discussion.	.75 pts Posts minimal or vague responses to peers that do not motivate a response.	0 pts Only makes a statement of agreement/disagreement with no additional discussion.
Professional communication and etiquette	.5 pts Written interactions on show respect and sensitivity to peers. Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	.25 pts Some of the written interactions show respect and interest in the viewpoints of others. Written responses include some grammatical, spelling or punctuation errors that distract the reader.	0 pts Written interactions show disrespect for the viewpoints of others. Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.

Addiction Career Webpage Review

Please Note: There are multiple pages and various types of certification from which you can find information.

Be sure to provide responses in your OWN words. DO NOT copy and paste!

1. What does an addiction counselor do?
2. What are the requirements (e.g., education, experience) to become an addiction counselor and at ALL different certification types (e.g., CADC, CADC II, etc).?
3. What might you be able to do as an addiction counselor with a bachelor's degree in psychology?
4. How has the information in this class helped prepare you for certification?
5. What do you need to do beyond your psychology (bachelors) degree to become an addiction counselor?

MAAP Webpage Review Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Describe what an addiction counselor does.	5 pts Provided a thorough and comprehensive summary. This information is presented concisely.	3 pts Covered the essential elements superficially. Information was unclear. Not presented concisely.	0 pts Limited information was presented and in a superficial fashion. Copied directly from website.
Requirements at different credentialing types (CIC, CADC, CADC-I, CADC-II, CAADC).	7 pts Provided a thorough and comprehensive summary of every type of certification. This information is presented concisely.	5 pts Covered the essential elements superficially. Information was unclear. Not presented concisely.	0 pts Limited information was presented and in a superficial fashion. Copied directly from website.
Discuss what can be done with a bachelor's degree.	5 pts Provided a thorough and informed discussion of what one can do. This information is presented concisely.	3 pts Covered the essential elements superficially. Information was unclear. Not presented concisely.	0 pts Limited information was presented and in a superficial fashion. Did not at all address this topic.
Quality of writing -proofread -appropriate language -written well	3 pts Well written; logical flow, correct grammar, and spelling. No mistakes.	1.5 pts Limited flow; some grammar and spelling mistakes.	0 pts Several mistakes, no logical flow, hard to read and comprehend.

APA Transferrable Skills Addressed in this Class

RESUME BUILDER: Transferrable Skills



The School of Psychology is dedicated to helping you identify how your education as a psychology major helps you develop a variety of skills that are valued by employers across many professions. Below is a chart with the [specific skills](#), identified by the American Psychological Association, you will satisfy in this class by completing the assignments and obtaining a final grade of **B** or above. These are great skills to note on your resume. The skills developed in this class are presented below in a format you can use in cover letters, resume's when searching for jobs or in personal statements when applying for graduate school.

Cognitive

Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.

Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.

Judgment and decision making: Engage in logical and systematic thinking and ethical decision making when considering the possible outcomes of a particular action.

Communication

Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.

Personal

Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.

Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.

Social

Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting, and considering divergent opinions, and showing respect for others.

Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

Technological

Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

COVID STATEMENT

Special Health Protocol, Spring 2022

This semester, please follow our updated COVID-19 guidelines to ensure we remain as safe and healthy as we can during the continued pandemic. Our goals are to continue our in-person classes, hold events and activities on campus, and provide support to those in the community to weather the challenges we are facing.

Face-to-Face Protocol

We want everyone to follow the University's complete Community Standards, which are updated as needed based on changing patterns with the virus. Face coverings are required for all indoor activities, regardless of your vaccination status, and we ask that you monitor yourself for fever and other symptoms each day. Temperature-taking kiosks can be found in the Union, Cochran Center, and other high-traffic areas of our campuses for your convenience.

Vaccinations

If you have not yet been fully vaccinated, appointments can be made via Moffitt Health Center's online health portal. If you prefer to schedule an appointment off-campus, please see the Mississippi Department of Health's website. Please note that if it has been more than six months since your last shot, you must have a booster in order to be up-to-date with vaccination.

If You Are Exposed to COVID-19/Have Symptoms/Test Positive

It is important that everyone in the community closely monitor their own health and stay home when that will help them heal or may protect others.

Vaccinated students: If you are exposed to COVID-19 and have no symptoms, wear a mask at all times and test five days after exposure. If your test is negative, continue as normal. If you have a positive COVID test, stay home for five additional days then return as long as you do not have symptoms (e.g., fever). If you have symptoms, stay home until your symptoms pass.

Unvaccinated students: If you are exposed to COVID-19, stay home and test 5 days after exposure. If you have a positive COVID test, stay home for ten days (or as advised by your physician, based on symptoms), then return as long as you do not have symptoms (e.g., fever).

If you need to stay home due to COVID-19: Contact the Dean of Students office to let them know (dos@usm.edu), and contact all your professors to let them know you will be out.

In all cases: Call Moffit Health Center at 601-266-5390 for further guidance.

Finding Support/Staying Well

Staying physically and mentally healthy is important and challenging during these pandemic times. Be sure to get enough sleep, eat regularly, and stay connected to loved ones, particularly during stressful periods. The university also has resources to help with stress management and mental health, including online support resources and in-person counseling through Student Counseling Services. EagleCARES provides a platform for all students to connect with a 24/7 emotional support network online (click here for more details). Moffitt Health Center is also available to address your health care needs, with both appointments and online resources. If you have concerns about your well-being, reach out and let us know so that we can help.