



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring 2025

**Course Prefix:** SUDC

**Course Title:** Introduction to Substance Use Disorder Counseling

**Year:** 2025

**Course and Section #:** 4300-x01

**Credits:** 3

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### *Course Description*

Surveys concepts and practices of major therapeutic systems, with a focus on substance use disorder counseling. Introduces students to the major psychotherapeutic models of both individual and group counseling. Addresses basic counseling issues including ethics and professionalism. Develops skills in relationship development, interviewing, initial assessment and intake procedures.

### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Theresa Young, LCSW

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### *Student Learning Outcomes*

- 1 Identify ethical and legal issues in counseling practice.
- 2 Describe theoretical approaches to individual and group counseling.
- 3 Demonstrate the principles of group formation.
- 4 Discuss therapist tasks and techniques.
- 5 Examine counseling theories from a multi-cultural perspective.
- 6 Explain issues related to research and training.

### *Course Materials and Texts*

- **Textbook:** Textbook: Stevens, P. W. & Smith, R. L. (2018). *Substance Use Counseling: Theory and Practice, 6th Edition*. Columbus, Ohio. Pearson
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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

assignments help solidify your knowledge of SUDC concepts including treatment plans, genograms and prevention programs.

**Discussion:** Discussions will be opportunities to explore substance use disorder counseling topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive no credit.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn. Case studies will help you apply what you are learning to specific situations.

There will be a few small research assignments to broaden your understanding of SUDC topics such as Medicaid, ASAM, and treatment modalities.

### **Reflections**

There will be several opportunities to reflect on your learning through a series of small writing assignments.

### **Midterm Exam**

The midterm exam will be essay type and based on topics covered during the semester. The exam is open book and open note. You are expected to do your own work.

### **Final Paper**

One of the major assessments in the course is a Final Paper. This will take the place of the final exam.

The following grading standards will be used in this class:

<b>Grade</b>	<b>Percent</b>
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82

<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

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### **Required or Recommended Reading Assignments**

Required reading corresponds with module listed below

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#### **General Description of the Subject Matter of Each Lecture or Discussion**

Module 1: Read chapter two about ethics; watch ethical codes lecture; discuss state laws around reporting; practice identifying ethical concerns in case study

Module 2: Read Medicaid provider manual; discuss SUDC appeal; submit review of substance use in the news; find an agency to interview; explore Medicaid rules and licensure

Module 3: Read chapter 4 in the text; discuss theories of why people use substances; apply theory to case study

Module 4: Read chapter 5 in the text; complete a group project to develop an assessment tool; write a reflection paper on the experience of creating an assessment tool

Module 5: Read about ASAM criteria (links embedded in course); discuss ASAM as a tool; research ASAM in peer reviewed literature; complete an ASAM with provided case study

Module 6: Read chapter 6 in text; discuss treatment settings; develop a treatment plan

Module 7: Read chapter 8 in text; discuss group treatment; explore research around treatment modalities; decide on final paper topic

Module 8: Read chapter 7; create an infographic around harm reduction or abstinence; discuss treatment modalities; discuss treatment modalities part 2; create a meme regarding coercion to treatment; reflect on assignments working in groups

Midterm exam: will cover ASAM, treatment plan, ethical considerations and treatment options

Module 9: Read chapter 9 in text; discuss family treatment; create a genogram; identify research articles for final paper

Module 10: Read chapter 10 in text; discuss social learning and cognitive behavioral models of learning; explore 12 step meetings as an intervention

Module 11: Read chapter 13; discuss prevention programs, review outline for final paper

Module 12: Read chapters 11 and 12; cultural competence as a counselor; case study; interview field professionals

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## ***Required Course Syllabus Statements***

### **Generative AI**

#### **Generative AI (Credit to Hilary Hungerford) \*adapted from Temple University statement on AI in classes**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of

remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.