

**TVRS 308: ADDICTIONS AND TVR SERVICES**

This document provides an overview of the course foundation, elements, assignments, schedules, and activities. For more information about general Northwest Indian College policies, please see the Northwest Indian College catalog. For questions pertaining to this course, please contact the instructor via the information provided below.

Course Title: Addictions and TVR Services

Course Number: TVRS 308

Number of Credits: 3 Quarter credits or 3 continuing education units (CEUs)

Being offered: [TBD] Online class with 2 weekly real time class meetings via GoToMeeting

Days and Time: [TBD] PST in Canvas.

Course Dates: [TBD]

**Instructor Information**

Instructor Name:

Office Hours:

Email:

Telephone (Cell):

**Course Description**

Provides an overview of the effects of alcohol and drugs and different types of substance use and addiction. Describes different types of treatment, both tribally-based and mainstream. Reviews implications and best practices for counselors providing TVR services for participants reporting addictions including eligibility determination, plan development, and service provision.

**Course Prerequisite**: None

**Text(s)/Readings/Materials**

**Required Reading**

Adult Career & Continuing Ed Services (ACCES). (2011). *Substance use disorders and vocational rehabilitation implications: Technical assistance brief.* New York, NY: New York State Education Department. Available at <http://www.acces.nysed.gov/vr/substance-use-disorders-and-vocational-rehabilitation-implications>

Glenn, Margaret K.; Huber, Mary J.; Keferl, Joseph; Wright-Bell, Alfreda; and Lane, Thomas. (2009). *Substance Use Disorders and Vocational Rehabilitation: VR Counselor’s Desk Reference*. Dayton, OH: Rehabilitation Research and Training Center on Substance Abuse, Disability, and Employment, Wright State University. Available at: <https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/VR_Desk_Reference.pdf>

Journal articles and websites as assigned throughout the quarter.

Weekly class notes. (Always read these prior to the first class meeting of the week.)

**Course Policies**

Class participation is expected and includes attendance, preparedness for class, and verbal and written participation in class. Regardless of the participation grade, students are urged to attend every real-time class meeting and genuinely participate in online discussions. Learning is a cumulative process and the class will build on material covered in previous class sessions.

At the same time, students who have valid issues that prevent them from attending a class need to notify the instructor prior to the start of that class or teleconference either via telephone or email. Each situation will be evaluated separately to determine if it is an excused or unexcused absence.

Given that this is a 3 credit-hour course, the amount of work for this course will typically require that each student will need to dedicate a total of 90 hours (30 hours per credit) toward the completion of the course. This time includes participation, reading, and preparation of assignments.

**Institutional Outcomes**

Upon program completion, a successful student will be able to:

* Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally. (1)
* Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspective including indigenous theory and methods. (2)
* Exhibit a sense of place. (5)

**Program Outcomes**

Upon Program completion, a successful student will be able to:

* Demonstrate an understanding of the different **types of disability** and the implications for the VR process.
* Demonstrate **cultural cognition** during community interactions and interview processes while adhering to federal, state and tribal regulations, standards and practices for vocational rehabilitation.
* Provide **case management** that includes intake, assessment, eligibility determination, IPE development, service provision, referrals, counseling and guidance, case record documentation, job placement and post-employment services.

**Course Outcomes**

Upon completion of the Program, a successful student will be able to:

* Identify the possible effects (emotional, physical, and behavioral) of use/abuse/addiction to alcohol and other classes of drugs.
* Identify factors that may contribute to Substance Use Disorder (SUD).
* Describe strengths and limitations of treatment models available to participants reporting addictions or chemical dependency.
* Describe how use/abuse/addiction impacts eligibility determination, plan development, and service provision.
* Demonstrate the skills required to initiate and develop relationships with both tribal and mainstream treatment programs.
* Define a process for identifying, assessing, and referring participants with SUD for appropriate tribal or mainstream treatment.

**Overview of Course Activities and Grading**

The grade you receive for the course will be derived using the Northwest Indian College grading system, based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Activity** | **Points** |  |
| 1a-r | Participation, Class meetings (Canvas), 2 meetings/week,1 point each *Note*: two meetings during week 6 are optional,  | 18 |  |
| 2a-h | Discussion Postings on Canvas, 250 words x 8 weeks (not required in weeks 6 or 10). 1 point each | 8 |  |
| 3a-t | Responses posted on Canvas, 2 each week [week 6, check-in] | 20 |  |
| 4a-b | Quizzes (2 at 10 points each, weeks 6 and 10) | 20 |  |
| 5 | Final Project or Paper (3 parts) | -- |  |
| 5a | * Proposal (post to Canvas day 1, week 4)
 | 4 |  |
| 5b | * Annotated bibliography (post day 1, week 7)
 | 10 |  |
| 5c | * Final project/paper (post day 1 week 10)
 | 20 |  |
|  | Total points | 100 |  |

**1a-r -- Participation (18 points) 1 point per meeting, optional meetings during week 6**

Attendance and participation in class meetings through GoToMeeting video-conference portion of class is mandatory. Classes meet twice per week on [class days] from [class times] Pacific Time. If a student needs to miss a class, they should inform the instructor as soon as possible about the absence. If a class is missed, there will be a recording of the class available a day or two after the class in the “Modules” section of Canvas. The week begins on Tuesday and ends on Monday at midnight.

**2a-h Initial Discussion Postings (8 points), 1 point each weeks 1-5 and 7-9.**

One of the many ways to assimilate information is through discussion, particularly for adult learners. For this reason, there are weekly required discussions in Canvas. Discussion questions will be posted weekly in the **Class Notes** and will be related to course objectives and materials. Follow proper “netiquette” when participating in the discussion board (detailed below). No Initial Discussion postings are required in week 6 (slide week) or week 10 (class presentations). Initial discussion posts are worth 1 point each and must meet the following requirements.

* Post your initial response to the discussion board by midnight on XX.
* Your initial response should be based on readings for the week, critical thinking (such as analysis, comparisons, contrasts, your own experiences, other reading, and so on.) There are suggested discussion questions included in the *Class Notes* for each week.
* Your Initial Discussion Post should be approximately 250 words long.

**3a-t Discussion Responses, 20 points, 2 each week 1-10, 1 point each**

* Discussion responses are comments you make in dialogue related to the Initial Discussion Postings of your classmates. You should read all of the Initial Discussion Posts, but you do not need to respond to all of them. Your Responses should add to the information and concepts under discussion, contain critical thinking, follow netiquette (see below), and not simply say you like the comment or repeat the comment. Brief encouraging comments are welcome, of course, but they will not count toward your grade.
* After the first class meeting, you have the rest of the week (through the following Tuesday at midnight Pacific Time) to respond to at least two initial posts made by your peers.
* Your responses to classmate’s posts are worth 1 point each, so If you don’t participate much during GoToMeeting sessions, you can boost your participation grade by responding to additional classmate’s posts.
* To be worth 1 point, responses to your classmate’s posts should be approximately 70-100 words long, involve critical thinking such as analysis or additional information, and be original in content.
* Social comments and comments that encourage but repeat the comments of others are welcome, but will not count toward your grade.
* You are not limited to two posts, but additional posts do not count toward your grade. They do, however, contribute to your learning and the learning community.

 **Netiquette (adapted from guidelines at https://www.fau.edu/oit/student/netiquette.php)**

* Check the discussion board frequently and respond appropriately and on-topic.
* Focus on one subject per posting. Change the subject line to reflect the content of your post.
* Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
* Be professional in your communication and careful with your online interaction. Absence of face-to-face cues can result in comments being easily misinterpreted. Please be respectful of others ideas and comments. If a comment upsets you, give your faculty and fellow student the benefit of the doubt: the intent of the writer is likely not to inflame or offend.
* With technology at our fingertips, it is easy to send off a quick or impulsive response, which may not reflect our best communication abilities. We recommend you wait a minimum of 24 hours before you respond to any communications that leave you feeling emotionally charged.
* Part of learning involves challenging ideas and concepts that are presented to us: we encourage you to enhance your critical thinking skills and challenge opinions and ideas generated in course discussions. Note that you are challenging (or being challenged) based on the ideas and opinions, not your personal worth. To create a safe environment where all students feel free to articulate their thoughts, all questions or challenges must come from a professional and respectful grounding rather than a critical or antagonistic approach. This approach hones our counseling skills and prepares us for the inevitable – a consumer or supervisor who demands we justify our opinion or recommendation.
* Before you forward an email message or posting, please seek the author’s permission.
* Humor is allowable, but use it judiciously, as it too can be easily misinterpreted. If you are being humorous, identify it within the post. (Use your words!) Please don’t use emoticons or online slang/shortcuts such as LOL (laugh out loud), as not everyone is familiar with this terminology.

**4a-b Quizzes, 20 points, 2 quizzes each at 10 points**

The first quiz will be completed during week 6 (a slide week—see calendar) covering material from the first five weeks. The second quiz will be done during week 10 and will cover material presented in week 7-9. Quizzes will be open book/open note

**5a-c Final Place-Based Project or Academic Paper (34 points), 3 parts, see below**

Students will complete a place-based project or academic paper that will either (a) enhance, expand, or modify practices or services provided by their own TVR program or another TVR program or (b) expand the professional knowledge base of the individual or group through an academic paper. Either will use the information or skills to be learned in class integrated with additional research on the topic. See the separate handout in course documents for details of each phase of the assignment and grading rubrics.

* **5a – Proposal, due first day of Week 4 (see calendar in syllabus), 4 points**
* **5b – Annotated Bibliography, due first day of Week 7 (see calendar), 10 points**
* **5c – Project or Academic Paper, due first day of Week 10 (see calendar), 20 points**

**Grading: The following is the grading scale for this course.**

A = 90-100

B = 80-90

C = 70-80

D = 60-70

F = Below 60

**CEU Requirements**

Students taking the course for CEU credit will receive a Pass/Fail grade. Students are required to participate in classes via GoToMeeting and in the weekly discussion boards, both done on Canvas. The Quizzes and Final Project are optional.

**Course Requirements, Assignment, and Assessments**

Students are expected to read and study the assigned materials before the initial weekly post is due and to complete a final place-based project.

**References**

The following documents contribute to the knowledge base for this class and are recommended reading for students.

Adult Career & Continuing Ed Services (ACCES). (2011). Substance use disorders and vocational rehabilitation implications: Technical assistance brief. New York, NY: New York State Education Department. Available at <http://www.acces.nysed.gov/vr/substance-use-disorders-and-vocational-rehabilitation-implications>

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th Ed.). Arlington, VA: American Psychiatric Association.

ARC Framework.org. What is ARC? Available at: <http://arcframework.org/what-is-arc/>

Commission on Commission on Rehabilitation Counselor Certification (CRCC). (2017). Code of professional ethics for certified rehabilitation counselors. Schaumburg, IL: Author. Available at: <https://www.crccertification.com/code-of-ethics-4>

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D.F., Spitz, A.M. , Edwards, …& Marks, J.S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventative Medicine*, 14(4), 245-257.

Glenn, Margaret K.; Huber, Mary J.; Keferl, Joseph; Wright-Bell, Alfreda; and Lane, Thomas. (2009). *Substance Use Disorders and Vocational Rehabilitation: VR Counselor’s Desk Reference*. Dayton, OH: Rehabilitation Research and Training Center on Substance Abuse, Disability, and Employment, Wright State University. Available at: <https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/VR_Desk_Reference.pdf>

Hertel, Ron, & Kincaid, Susan O. (2016). Compassionate schools: Responding to kids impacted by adversity, trauma, and toxic stress in William Steele (Ed.) Optimizing learning outcomes: Proven brain-centric, trauma sensitive practices. New York, NY: Routledge.

Indian Health Service. (n.d.). Myths About Drug Use and Addiction. (Adapted from HelpGuide.org). Retrieved January 16, 2018 from <https://www.ihs.gov/asap/addictionmyths/>

Kenny, Mary K. & Singh, Gopal K. (2016, Jul 26). *Adverse childhood experiences among American Indian/Alaska Native Children: The 2011-2012 national survey of children’s health*. Scientifica. doi: [10.1155/2016/7424239](https://dx.doi.org/10.1155/2016/7424239), PMCID: PMC4977380

Massachusetts Advocates for Children. (2005). *Helping traumatized children learn*. Boston, MA: Author. Note: This book is a free download at <https://massadvocates.org/publications/help-traumatized-children-learn/>

Pember, Mary Annette. (2016). Intergenerational Trauma: Understanding Natives Inherited Pain. Verona, NY: Indian Country Media Network. Retrieved January 28, 2018 from <https://indiancountrymedianetwork.com/>

Psychology Today, (1991-2018). *Addictions.* New York, NY: Sussex Publishers LLC. Retrieved January 28, 2018 from [*https://www.psychologytoday.com/basics/addiction/compulsive-and-addictive-behaviors*](https://www.psychologytoday.com/basics/addiction/compulsive-and-addictive-behaviors)

Substance Abuse and Mental Health Services Administration (SAMHSA). (2015). Trauma-informed approach and trauma-specific interventions. Retrieved on January 29, 2018 from <https://www.samhsa.gov/nctic/trauma-interventions>

White Bison, Inc. (2002). *The red road to wellbriety: In the Native American way*. Colorado Springs, CO: Author. [*Note*: This book is an excellent one to have in your professional library. There is a companion workbook, and both are available from the publisher or Amazon.]

Wolpow, Ray, Johnson, Mona M., Hertel, Ron, & Kincaid, Susan O. (2011r, 2009). *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success.* Olympia, WA: Washington State Office of Superintendent of Public Instruction. Retrievable at <http://www.k12.wa.us/CompassionateSchools/Resources.aspx>

**Assignment Calendar and Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| X | **Week 1** | **Dates - xx/xx – xx/xx** | **Days/times** | **Date** |
|  | 1a | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 | xx/xx/xx |
|  | 1b | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2a | * Initial post
 | Before midnight Thursday |  |
|  | 3a | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3b | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 2** | **Dates – xx/xx-xx/xx** |  |  |
|  | 1c | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1d | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2b | * Initial post
 | Before midnight Thursday |  |
|  | 3c | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3d | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 3** | **Dates – xx/xx-xx/xx** |  |  |
|  | 1e | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1f | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2c | * Initial post
 | Before midnight Thursday |  |
|  | 3e | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3f | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 4** | **Dates – xx/xx-xx/xx** |  |  |
|  | 5a | * Post in Canvas Proposal for project/paper
 | Tuesday by midnight |  |
|  | 1g | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1h | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2d | * Initial post
 | Before midnight Thursday |  |
|  | 3g | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3h | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 5** | **Dates – xx/xx-xx/xx** |  |  |
|  | 1i | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1j | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2e | * Initial post
 | Before midnight Thursday |  |
|  | 3i | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3j | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 6** | **Slide Week**, * No reading, class participation, or initial post, or required. Instructor will hold class meetings on Tuesday/Thursday, but participation is optional.
 | Work on annotated bibliography and final paper/project |  |
|  | 3k | * Check in online. Review questions others have asked in case the answers affect you.
 | Before midnight Monday |  |
|  | 3l | * Questions for instructor—or let the instructor know you do not need help at this time.
 | Before midnight Monday |  |
|  | 4a | * Quiz-1, open book/open note
 | Before midnight Monday |  |
|  | **Week 7** | **Dates – xx/xx-xx/xx** |  |  |
|  | 5b | * Annotated Bibliography, post to Canvas
 | Tuesday by midnight |  |
|  | 1k | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1l | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2f | * Initial post
 | Before midnight Thursday |  |
|  | 3m | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3n | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 8** | **Dates – xx/xx-xx/xx** |  |  |
|  | 1m | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1n | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2g | * Initial post
 | Before midnight Thursday |  |
|  | 3o | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3p | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 9** | **Dates – xx/xx-xx/xx** |  |  |
|  | 1o | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1p | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 2h | * Initial post
 | Before midnight Thursday |  |
|  | 3q | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3r | * Response to post of classmate
 | Before midnight Monday |  |
|  | **Week 10** | **Dates – xx/xx-xx/xx** |  |  |
|  | 5c | * Final paper/project, post to Canvas
 | Post by midnight Tuesday |  |
|  | 1q | * Class Meeting/GoToMeeting in Canvas
 | Tuesday, 12:00-1:00 |  |
|  | 1r | * Class Meeting/GoToMeeting in Canvas
 | Thursday, 12:00-1:00 |  |
|  | 3s | * Response to post of classmate
 | Before midnight Monday |  |
|  | 3t | * Response to post of classmate
 | Before midnight Monday |  |
|  | 4b | * Quiz-2, open note, open book
 | Before midnight Monday |  |