New Graduate Course Approval Cover Form

Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): LAC 510

Example: PHL 361 RH

Course Title: Chemical Dependency Counseling II

Abbreviated Course Title (≤ 30 chars): Chem Dependency Counseling II

First Semester to be Offered: Fall 2014

Submitted by: Katey Franklin/ HHD

Submitter’s Contact Info: Phone, Email: 994-3245 kathryn.franklin1@montana.edu

Instructor: Sean Roberts

Department: HHD

College: HHD/ ED

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet [as PDF] is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

APPROVALS

Submitter: Katey Franklin 5/14/14

Department Head: 5/20/14

Chair, College Curriculum Comm.: 5-27-14

Graduate School Dean: 6-17-14

Assoc. Provost: Date

Director - EU: Date
Dear Keely,

Thanks for letting us know about the delay in getting course approvals for LAC 509 and LAC 510, due to the College Curriculum Committee not meeting over summer.

As discussed, we would like to change the course dates for LAC 510 – Chemical Dependency Counseling II from August 25 – October 12 to October 20 – December 5 to allow more time for the course to be reviewed by the College Curriculum Committee. Please let me know if this a satisfactory resolution.

Do the courses have all other required signatures?

Thanks again for your assistance.

Kind regards,
Sarah

Sarah Hendrikx
Program Manager
Extended University
Montana State University

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P O Box 172200
Montana State University
Bozeman, MT 59717-2200
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qrools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
<th>LAC 510</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Chemical Dependency Counseling II</td>
</tr>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Chem Dependency Counseling II</td>
</tr>
<tr>
<td>Credits:</td>
<td>HHD/ED</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>HHD</td>
</tr>
<tr>
<td>College:</td>
<td>ED</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?: □ Yes  ☑ No

Learning Outcomes for the Course:

1. Identify assessment tools used in the treatment of chemical dependency.
2. Identify the meaning behind the 12 steps of AA/NA and be able to describe the ways in which support groups may be utilized in the treatment of chemical dependency.
3. Identify special issues affecting minority populations in the prevention, identification and treatment of chemical dependency.
4. Gain an understanding of the connection between trauma and addiction.
5. Define the following terms as they apply to the treatment of chemical dependency: abuse, addiction, dependency, enabling, codependent, denial, confrontation, intervention, detoxification, DT’s, withdrawal, relapse.
6. Describe special issues faced by females and parents in the treatment process.
7. Identify special issues related to HIV and treatment of chemical dependency.
8. Describe the addictive process as it affects family structure and the roles characteristically assumed by family members in the presence of addiction.
9. Recognize personal values and biases regarding substance use and abuse, and to distinguish these from empirical data. In addition, the student will be able to describe how these values and biases may affect the treatment process.
11. Gain intervention techniques with the dual diagnosed client.
12. Learn, develop and practice skills, techniques, and strategies specific to addiction counseling.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
LAC 510
Course Title (for Catalog):
Chemical Dependency Counseling II
Course Title (for Schedule of Classes, 30 characters, max.):
Chem Dependency Counseling II
First Semester to be Offered: Fall 2014
Restricted Entry/Consent of Instructor Required: ☐ Yes ☐ No
Instructor’s GID (last 4 digits only):
Department Offering Course: HHD
College: HHD/ED

Is the requested course number available? (x4155 to check): ☐ Yes ☐ No
Frequency of course offering: ☑ Annually ☐ Alternate Years, starting ________
Semester(s) offered (check all that apply): ☐ Summer ☑ Fall ☐ Spring
Summer Options (check all that apply): ☐ First 6 weeks ☑ Second 6 weeks ☐ 12 weeks
Credits by mode of instruction: Lecture: ____________ 3
Seminar: ____________
Independent Study: ____________
Lab/Studio: ____________
Recitation/Discussion: ____________
TOTAL CREDITS: ____________ 3

Primary Mode(s) of Delivery: ☑ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☐ Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M T W Th F S S Su
Assigned Time(s):
Assigned Building:
Assigned Room:
Capacity (room capacity, or enrollment “cap”): 25

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
LAC 501 - Chemical Dependency Counseling I
Co-Requisite(s):

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

This course provides instruction on chemical dependency counseling, emphasizing specific clinical strategies. Substance abuse may coexist with other problems, professionals trained in comprehensive understanding of addiction will be better able to assess, intervene and counsel clients.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Statement from the Director of Extended University; Kim Obbink

This course will be offered through Extended University using a self-support budget model. The revenue generated from enrollment will cover all instructional and administrative costs. No additional resources from the Department or College will be required. The anticipated enrollment for this elective course is 12-15 students and it will generate university FTE for residents.
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES
1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of
      the course? This course is designed for students who have already obtained an
      undergraduate degree in psychology or sociology and wish to obtain additional
      certification in the addiction counseling field. This course provides the chemical
      dependency counseling content required by the state of Montana for licensure as an
      Addictions Counselor. This course will provide instruction on chemical dependency
      counseling and addiction, with emphasis on specific clinical strategies in this
      specialized problem area. Substance abuse may underlie or co-exist with a variety of
      other problems- the mental health professional trained in comprehensive
      understanding of addiction/dependency will be better able to assess, intervene and
      counsel clients appropriately.
   b. Is this course intended to be a required part of a new degree curriculum option, major,
      or minor? NO
   c. Provide a course syllabus containing all major topics to be covered. See Attached
d. List required texts or other required references.

   Capuzzi, D. & Stauffer, M. D. (2012). Foundations of addictions counseling (2nd ed.).
   New Jersey: Pearson.

   Journal Readings from MSU library and articles posted in D2L

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course?
      i. If so, how has the course been changed to justify offering it at the graduate
         level? (Be specific) No
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI
      XXX or equivalent) Bachelors or Master’s degree in counseling or related field or
      permission of instructor/program director/ Admittance into the LAC certificate
      Program
d. What performance requirements are placed on students which make this a graduate
   course?
      i. Specifically state the written requirements or products of this course. At the
         conclusion of the course, students will produce a counseling skills project that
demonstrates their understanding concepts of chemical dependency counseling as well as issues faced by particular client groups. Students will also be asked to participate in D2L discussions in order to share and discuss their current understanding of techniques and strategies specific to addictions counseling.

ii. How will the student’s learning be assessed and graded?
   - Quizzes (80 pts)
   - Participation in online discussion activities (80 pts)
   - Online Mini Assignment (80 pts)
   - Counseling Skills Project (60 pts)
   Total Points - 300

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? Yes, this course extends LAC 501 – Chemical Dependency Counseling with content required by the state of Montana for licensure.
   b. 
   c. Does this course replace one or more courses that will not be offered? If so, which one(s)? No
   d. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? No
   e. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? No.
   f. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? Students in the LAC certificate program
      ii. Non-majors only? State area(s) or discipline(s) to be served.
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 15 students

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). See attached Vita. Sean Roberts is a teaching instructor for the Addiction Counseling Certificate Program at MSU.
c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? Students will fill out Knapp evaluation forms.
   b. How will the department evaluate the course and instructor? The course will be evaluated by students with the standard Knapp online form through ITC. A copy of the evaluation will be provided to all instructors, department head, and extended university.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
COURSE LAC 510- Chemical Dependency Counseling II

College of EHHD
Montana State University

Instructor: Sean Roberts
Email: seandrobs@yahoo.com
Credit Hours: 3 credits, online
Local Contact: Lisa Brown – Lisa.Brown@montana.edu (406)-994-3062

TIME

This course is conducted in 4 modules that will consist of 2 weeks. The course runs from August 25 – October 12.

COURSE DESCRIPTION

This course will provide instruction on chemical dependency counseling and addiction, with emphasis on specific clinical strategies in this specialized problem area. Substance abuse may underlie or co-exist with a variety of other problems- the mental health professional trained in comprehensive understanding of addiction/dependency will be better able to assess, intervene and counsel clients appropriately.

COURSE GOALS/LEARNING OUTCOMES

1. Identify assessment tools used in the treatment of chemical dependency.
2. Identify the meaning behind the 12 steps of AA/NA and be able to describe the ways in which support groups may be utilized in the treatment of chemical dependency.
3. Gain an understanding of the connection between trauma and addiction.
4. Define the following terms as they apply to the treatment of chemical dependency: abuse, addiction, dependency, enabling, codependent, denial, confrontation, intervention, detoxification, DT’s, withdrawal, relapse.
5. Describe special issues faced by females and parents in the treatment process.
6. Identify special issues related to HIV and treatment of chemical dependency.
7. Describe the addictive process as it affects family structure and the roles characteristically assumed by family members in the presence of addiction.
8. Recognize personal values and biases regarding substance use and abuse, and to distinguish these from empirical data. In addition the student will be able to describe how these values and biases may affect the treatment process.
9. Understand how spirituality and healing contribute to sobriety.
10. Identify special issues in adolescent treatment.
11. Gain intervention techniques with the dual diagnosed client.
12. Learn, develop and practice skills, techniques, and strategies specific to addiction counseling.
COURSE FORMAT
An online format which will include uploaded interactive powerpoints will be utilized (which will require you answering questions much like you would be expected to during an onsite class and online discussion forums). Finally, discussion questions will be utilized.

REQUIRED READING

COURSE REQUIREMENTS

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online mini assignments</td>
<td>80 points (20 points per module)</td>
</tr>
<tr>
<td>Online Discussion Groups</td>
<td>80 points (20 points per module)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80 points (4 @ 20 pts for each module)</td>
</tr>
<tr>
<td>Counseling Skills Project</td>
<td>60 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>

COURSE ASSIGNMENTS AND GRADING

**Online mini assignments**
Each module will have a powerpoint and/or a newsletter that will address the topics for the module. You will be required to work through the information. In addition, embedded in the information will be questions/assignments that you will need to respond to and place in the assignment dropbox by Friday of the assigned week. See calendar for specific dates. It will be clearly marked where the questions are – “Reflective Question #1”.

**Online discussion groups**
Each week you will be required to participate in the online discussion groups. The instructor will post stimulus questions that you will be expected to respond to in a group format. You will be required to respond to the instructor’s question, as well as your classmate’s responses. The question will be posted at the start of the week and you have until noon on Friday to respond. You must respond with your opinion regarding the instructor’s question with at least (2) posts, as well as respond at least twice to two other classmates’ responses. If there is not enough posts you may respond to one person. So, you should have at least a total of 6 responses each week. These need to be well thought out, not one word or one sentence responses. You need to put effort and thought into the response in order to earn your full points for the week. These will be posted on the discussion board in D2L.

A NOTE ABOUT PROFESSIONAL BEHAVIOR. PLEASE BE SURE TO USE RESPECTFULNESS AND THOUGHTFULNESS IN YOUR RESPONSES TO EACH OTHER. YOU CAN DISAGREE, BUT IT NEEDS TO BE DONE WITH PROFESSIONAL BEHAVIOR. IF I FIND THAT YOUR
POSTS ARE INAPPROPRIATE OR DEGRADING TO OTHERS, IT WILL LOWER YOUR GRADE IN THE COURSE.

Quizzes

There will be four quizzes worth 20 pts each. Quizzes are posted during the second week of the module and are due by the last Friday of the module at 5pm.

Counseling Skills Project

Students will be required to create/complete a counseling skills project. More instructions will follow.

NOTE: All assignments have specific times they are due by. The dropbox has a time restriction set-up. If you miss the dropbox time, you will receive a zero. NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!!
SEAN ROBERTS, MS, CMHC, NCC
1337N 1400W, St George UT 84770
(435) 773-8076, seandrobs@yahoo.com

Professional Experience

Therapist 08/10- Present
Second Nature Entrada Wilderness Programs - St George, UT
Licensed Professional Counselor facilitating individual and group therapy, developing treatment plans, and managing family process. Other responsibilities include managing staff team and training paraprofessionals to work with clients.

Research Committee Member 06/09- Present
Second Nature Wilderness Programs
Overseeing design, implementation, and publishing of data for multi-year outcome study.

Outpatient Therapist 04/09-06/11
Doctors Volunteer Clinic – St George, UT
Provided both individual and group counseling services at local clinic for both English and Spanish speaking clients. Responsibilities included case management, treatment planning, and managing referrals.

Assistant Therapist 05/07- 08/10
Second Nature Entrada- St George, UT
Facilitate individual and group therapy, develop therapy plans, and provide weekly telephone updates to families in conjunction with a supervising psychologist.

Senior Field Staff 10/05-04/07
Second Nature Entrada- St George, UT
Oversee implementation of weekly therapeutic treatment plans and group dynamics while living with clients in inpatient setting.

Program Director 06/05-08/06
Visions Service Adventures - Newport, PA
Organized and oversaw service and cross-cultural programs in the Dominican Republic.

Middle School Assistant Teacher and Electives Teacher 09/04- 06/05
Skyview School - Prescott, AZ
Contracted teacher at public charter school focusing on Emotional Intelligences. Responsibilities included curriculum development, classroom management, and assessment.

Volunteer English Teacher and Program Coordinator 05/04- 08/04
Fungkin in Michoacan - Tlalpuhauja, Mexico
Worked with a co-creator to design and implement a language program in Mexico.

Education

PhD in Counselor Education and Supervision 06/12-present
Oregon State University- Corvallis, OR
Current student in hybrid CACREP program focused on teaching and supervision of students utilizing both face-to-face and synchronous web instruction.

Master of Science in Mental Health Counseling 09/07- 03/10
University of Phoenix St. George, UT

Honors graduate student in CACREP accredited mental health counseling program. Degree conferred 03/2010.

**Bachelor of Arts**
*Prescott College - Prescott, AZ*

Graduated in May '05 with a major in psychology and minors in both education and theatre. Selected as presenter at baccalaureate for Senior Project on creation and implementation of Emotional Intelligence Curriculum in a middle school classroom.

**Licenses and Certifications**

**Licensed Clinical Mental Health Counselor**
Utah Division of Occupational & Professional Licensing

#: 7637955-6004

**Nationally Certified Counselor**
National Board for Certified Counselors

#: 309038

**Presentations**

**Wilderness Therapy Symposium**
*Boulder, CO*

Selected presenter: “Honoring the Transition: From Primary Treatment to Aftercare.”

**Educational Consultant Networking Meeting**
*Chicago, IL*

Professional presentation: “Outcome Research Findings”

**National Association for Therapeutic Schools and Programs Annual Conference**
*Tucson, AZ*

Selected presenter: “Maximizing Staff Potency in the Therapeutic Setting.”

**Naropa Wilderness Symposium**
*Boulder, CO*

Selected presenter: “Integrating Family Work into the Wilderness Experience.”

**Publications**

**The Power of Solution-Focused Work**
The Advocate- Vol. 33, No. 3

American Mental Health Counselors Association

**Relevant Skills**

Strong interpersonal skills, significant experience in synchronous and asynchronous web instruction, current training in counselor education, experience designing curriculum, outcome research experience, fluent Spanish speaker, familiarity with current licensing process and national exams.