

# ANTIOCH UNIVERSITY

SEATTLE

## Survey of Addiction

### Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

### Basic Course Information

COUN 5290

Survey of Addiction (Part of Addictions Certificate Program)

3 credits

Offered as a Classroom and/or Hybrid Course = (mostly in class with some online module work)

Quarter/year

Required prerequisites: none

Course begins:

Classroom Dates (on AUS campus):

Online Activities Weeks:

### Instructor Information

2400 3<sup>rd</sup> Avenue, Suite 200, Seattle, WA 98121

Office hours/instructor availability:

### Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**  
Lisa Rudduck MA.Ed, LMHC, CDP: lrudduck@antioch.edu
- **Secondary Course Owner/Liaison:**  
Katherine Fort, Ph.D.

### Course Description

The purpose of this course is to introduce core concepts in Addiction counseling/treatment. This course provides a foundation for: understanding the physiology of addiction, addressing the family system, working with co-occurring disorders, considering social justice issues connected to addiction. The course includes information and learning experiences that focus on the following topics: predominant theories on the etiology of addiction, screening for addiction, various approaches to treating addiction, neurobiology/physiology of addiction, long-term trajectory of addiction recovery, how the family system is impacted by addiction, the role of twelve step and other self-help meetings in the treatment of addiction, co-occurring issues that often accompany addiction, introduction to treatment planning and service coordination.

**WA STATE DOH Topics Covered:**

**A. Survey of Addiction**

**B. Treatment of Addiction**

**E. American Society of Addiction Management (ASAM) Criteria**

**Program Competencies & Outcomes**

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

**Related 2016 CACREP Standards:**

2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession
2.F.2.c. multicultural counseling competencies
2.F.2.g. the impact of spiritual beliefs on client's and counselor's worldviews
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2.F.3.d. theories and etiology of addictions and addictive behaviors
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources
5.1.d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5.2.c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
5.2.e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process

**Student Learning Objectives (SLOs):**

By the end of the course, students are expected to:

1. Increase knowledge of etiology of addiction, addictive behaviors, what is meant by “disease of addiction”, basic neurobiology of addiction **(2.F.3.d.)**.
2. Increase knowledge and skills related to advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients with SUD’s/addiction **(2.F.1.e, 2.F.2.h.)**.
3. Increase knowledge of ASAM criteria, addiction counseling principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning **(5.1.d.)**.
4. Increase knowledge about systemic and environmental factors that affect development, functions, and behavior as they relate to addiction and family systems effected by SUD’s/addiction **(2.F.3.f, 5.2.e.)**.
5. Increase knowledge about access to community-based resources, importance of vocation, social networks, and the role/impact of spiritual beliefs on client’s and counselor’s worldviews **(2.F.2.g, 2.F.5.k., 5.2.e.)**.
6. Increase knowledge about being dually credentialed as a Substance Use Disorder Professional (or whatever other title specific to each State) and Mental Health Counselor, including roles and scope of practice **(2.F.1.g., 2.F.1.h.)**.
7. Increase knowledge about multicultural counseling competencies as they relate to client’s in need of addiction/SUD treatment, and factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders **(2.F.2.c., 5.2.c.)**.

<b><u>Key Performance Indicators (KPI’s)</u></b>	<b><i>Corresponding Assignment(s)</i></b>
<b>(K)(2.F.3.d.):</b> Students will increase knowledge of etiology of addiction, addictive behaviors, what is meant by “disease of addiction”, basic neurobiology of addiction. <b>(SLO 1)</b>	<i>Course readings, participation in class discussions, viewing informational lectures/media on neurobiology of addiction.</i>
<b>(K &amp; S) (2.F.1.e, 2.F.2.h.):</b> Students will increase knowledge and skills related to advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients with SUD’s/addiction. <b>(SLO2)</b>	<i>Social Justice Topic Group Presentation</i>
<b>(K) (5.1.d.):</b> Increase knowledge of ASAM criteria, addiction counseling principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. <b>(SLO 3)</b>	<i>Course readings, Lectures, Agency Interview Assignment</i>
<b>(K) (2.F.3.f, 5.2.e.):</b> Students will increase knowledge about systemic and environmental factors that affect development,	<i>Course readings, lectures, support materials, peer support recovery</i>

functions, and behavior as they relate to addiction and family systems effected by SUD's/addiction. <b>(SLO 4)</b>	<i>focused group assignment and class discussion.</i>
<b>(K &amp; S) (2.F.2.g, 2.F.5.k., 5.2.e.):</b> Students will increase knowledge and skills about access to community-based resources, importance of vocation, social networks, and the role/impact of spiritual beliefs on client's and counselor's worldviews <b>(SLO 5)</b>	<i>Agency Interview Assignment, course material, and class discussions on agency interviews.</i>
<b>(K) (2.F.1.g., 2.F.1.h.):</b> Students will increase knowledge about being dually credentialed as a Chemical Dependency Professional (or whatever other title specific to each State) and Mental Health Counselor, including roles and scope of practice. <b>(SLO 6)</b>	<i>Course material, class discussions, information session/lecture by Addiction Studies Coordinator.</i>
<b>(K) (2.F.2.c., 5.2.c.):</b> Students will increase knowledge about multicultural counseling competencies as they relate to client's in need of addiction/SUD treatment, and factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders. <b>(SLO 7)</b>	<i>Course readings (assigned text), agency interview assignment, and social justice oral presentation.</i>

**CFT Specific Competency: Domain 5 Couple and Family Therapy**

Addictions & Substance Abuse	Understands the individual and systemic treatment of alcoholism and other substance abuse disorders.
Addictions & Substance Abuse	Applies an individual and systemic understanding of addictions in treating substance abuse disorders.

**Learning Experiences**

**Pedagogical Design:** This course is a mix of didactic and experiential learning and will be taught in person. Attendance is crucial for success. Students will explore the goals outlined through didactic lectures and experiential work including reading, large and small group discussion, videos, skills practice, research, interviewing and writing.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants should the need arise.

**Required Reading**

**\*Kelly, V. (2016). *Addiction in the family: what every counselor needs to know*. American Counseling Association. ISBN 13: 9781556203343**

\*Mate, Gabor. (2010). *In the realm of hungry ghosts*. Berkeley, California: North Atlantic Books. ISBN 13: 978-1-55643-880-6

\*Chapters from Selected Texts and Scholarly Articles distributed throughout the quarter.

### Recommended MA Programs Multicultural References

Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

### Course Requirements

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog:
  - a. <http://www.antiochseattle.edu/registrar/aus-catalog/>
2. Submitting ALL course assignments on time.
3. **Course Evaluations:** Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.
4. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend more than 90% of class sessions (see above). (Antioch Seattle University Catalog). Each participant is expected to be on time for all classes and to attend a minimum of 90% of the classes. Arrival to class more than 15 minutes late will result in a “missed class.”
5. **Active participation** in class exercises and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to group membership and leadership experiences, seeking out and being open to feedback, and showing respect for the entire class as a community of learners).
6. **Complete assigned readings** (see CLASS SCHEDULE below).
7. **Complete all assignments** by due date (see CLASS SCHEDULE below).
8. Written work should be typed and turned in *hard copy*, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; **Papers should reflect APA format** where applicable (all citations, even in reflection papers, must follow APA).
9. Students are expected to **demonstrate graduate level** analytical thinking as well as self-reflection and self-critique.
10. Assignments are expected to be **on time**. Assessments that do not follow APA writing guidelines will be considered below graduate level work and will place the student in jeopardy of not receiving credit for the course. Instructor may ask students to re-write papers when necessary and students will likely receive an average of the two posted marks.

### Course Assignments: (more detailed outlines of assignments will be distributed and discussed first class):

**1. Treatment Center/Agency Interview:** Each student will select an agency to interview on their program philosophy. A more detailed description of this assignment, including a list of potential sites, and interview questions will be distributed in the first class. Each student will write a 3-4 page synopsis of what they learned from the interview, and participate in an online discussion with peers about the experience.

**2. Twelve Step Meeting Reflection Paper:** Students are to pick a twelve-step meeting to attend, attend the meeting, and then write a 4-5 page reflection paper on the experience. The purpose of this assignment is to increase awareness of twelve-step meetings as well as to increase sensitivity to the challenges faced in recovery. This assignment may push students out of their comfort zone. First, the reflection paper should describe the experience of attending the meeting, including reactions and observations. Second, the paper should include how the experience will inform future work with clients. If a student already attends a particular meeting, they should attend a different kind of meeting.

**3. Social Justice Issue Group Oral Presentation:** Each student will be assigned a group to explore/research/study a topic related to addiction, and/or addiction counseling, and a social justice issue connected to addiction. Each group will be given 30 minutes total (which must include questions/answers) in class to present their research findings. A more detailed description of this assignment will be distributed and reviewed the first week of class, including a list of possible topics.

**4. Complete online modules and participate in zoom discussions (if required):** Completion of learning activities packaged in online modules is an important component of this course. The following table outlines expectations for online portion of course:

<b>1. Engagement</b>	It can be tempting to multi-task or do other activities while participating in a zoom session. One of the benefits of using zoom for discussion and instruction is accessibility and a method connection, that is more convenient. However, please approach zoom sessions just like you would approach attending an actual class. Please be in a quiet place without distractions and a place that is private. Notice what helps you feel more engaged and connected to the zoom conversation and what diminishes your engagement, in an effort to optimize your learning.
<b>2. Professionalism</b>	Please be mindful of what you post on forums and discussion pages. Think about if what you are writing is something you would communicate to peers in a class. Be kind to yourself and thoughtful when making self-disclosures making sure to remember that when you share something personal in a post, there is not a human being there in the flesh to respond to you, which can create post sharing anxiety. Please be respectful to others when responding to peers' posts.
<b>3. Building a new skill</b>	As the field of counseling integrates technology more and more to increase accessibility to clients, physically and economically, I invite you to notice your reactions to using technology to communicate and learn. It may be helpful to discuss using this as a tool from time to time in class or with peers as it may be a tool you need in your career as a counselor, supervisor, or counselor educator.
<b>4. Depth and Development in Responses</b>	Take some time to develop your thoughts and sit with reactions to material on modules. Create posts that reflect how your mind is digesting the material as a way to demonstrate learning.

### Course Assignments and Schedule

The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week Eleven to accommodate any required changes in schedule (e.g., in response to emergency situations).

### COURSE SCHEDULE

\* Readings and assignments are due by the date they are listed on the schedule

Week 1	Introductions, Syllabus  Understanding neuroscience of addiction	Reading and Assignments Due:
Week 2	The Recovery Process/Stages of Change  Diagnosing Substance Use Disorder: Biopsychosocial Assessment, commonly used screening tools	
Week 3	Principles and Models in Addiction Counseling  Harm Reduction Approaches to Treating Addiction  Motivational Interviewing and other techniques  Abstinence Based Approaches to Treating Addiction	
Week 4	ASAM Criteria and ASAM Levels of Care	
Week 5	Considering the environment: family systems, factors that contribute to vulnerability to addiction, and factors that contribute to resilience, ACE's research	
Week 6	Relationship between Trauma and other commonly co-occurring issues and addiction	
Week 7	Multicultural competence in Addiction Treatment: considering client's identities, purpose, vocation, access to community support, social network, recovery process resources	Agency Interviews Due
Week 8	Recovery-Focused Self-help Groups: increasing awareness of types, varieties, cultures of peer recovery support groups	Twelve Step Paper Due
Week 9	Social Justice Issues related to Addiction Treatment: access/barriers to treatment, advocacy opportunities, stigma, oppression, and other SJ aspects related to addiction counseling	Presentations Due
Week 10	PRESENTATIONS	Presentations Due

Week 11	Please reserve as possible make up class for unforeseen circumstances	

**Attendance and Participation**

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student’s responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University’s attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

**Scholarship**

Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai (“Assignments”). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

**Competency**

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the quarter.

**STUDENT ASSESSMENT**

In order to be granted credit for a specific course, students must demonstrate an overall “Required Competency”. In order to successfully move into the internship year, students must demonstrate an overall “Required Competency” in at least 50% of courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall “Required

Competency” in at least 75% of course/learning assessments for their Specialization.

A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of submitted work or below 75% as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “required competency” level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

In addition to the competencies specific to each course, students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling experience with peers, faculty, clients, and colleagues. These are:

**PCC – Professionalism and SKD – Professional:**

Adheres to the ethical guidelines of ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**PCC - Reflective Practice and SKD – Perceptual:**

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

**PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:**

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

**PCC - Diversity and Social Justice and SKD – Executive:**

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination and oppression.

**PCC - Written Communication and SKD - Conceptual, Evaluative:**

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style.

### **Definitions of Competency Levels**

“**Below Competency**” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“**Required Competency**” indicates beginning sufficiency in meeting the criteria specified in the

syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

**“Intermediate Competency”** denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

**“Advanced Competency”** is reserved for practicum/internship coursework.

### **Counselor Competency & Fitness**

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

### **Audio- or Video-recording of Classes**

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

### **Evaluation Procedures**

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete

the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

### **University Policies**

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

### **Reasonable Accommodation for Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

## **Library Services and Research Support**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

## **Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu)) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

## **The Writers' Exchange (WEX): fee-based writing support**

The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU

community.

Evaluation Rubrics for Assignments

**Assignment: Agency Interview**

Student name \_\_\_\_\_ Date \_\_\_\_\_

	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Visit/Interview conducted and followed outline in assignment description				
Written product reflects learning from interview and addresses topics in outline				
Participated in class discussion				
Timely submission				
Overall Quality Demonstrates/articulates learning and how this might inform work going forward				

**Assignment: Twelve Step Meeting Attendance and Reflection Paper**

Student name \_\_\_\_\_ Date \_\_\_\_\_

	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Student selected a twelve-step meeting to attend				
Quality of written work demonstrated in the reflection paper				
Reflection paper demonstrated respectful tone for differing beliefs/experiences  Showed balance in any assessment of pro's/con's of meetings as a resource				
Self-awareness- able to name, track, and be responsible for feelings, beliefs, biases, and reactions				
Discussed how this experience will inform future work with clients				
Overall Quality				

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### Assignment: Social Justice Group Presentation

Student name \_\_\_\_\_ Date \_\_\_\_\_

	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Provided clear information about the chosen topic/group				
Provided visual aids, support materials to peers				
Demonstrated competence and confidence in presentation/oral skills				
Discussed Counseling implications: ethics, practice, cultural implications related to topic/group				
Was able to address any questions at the end of the presentation				
Resources page provided to instructor (minimum of 8 resources required)				
Included strategies for advocacy related to topic/group				
Overall Quality of presentation				