WCSU Master of Science in Addiction Studies

Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.)

The new Master of Science degree in Addiction Studies will be a 34 credit M.S. created by leveraging existing courses and faculty expertise at WCSU. Currently students in the undergraduate Psychology major can meet the academic requirements for Certified Alcohol and Drug Counselor (CADC) as defined by the Connecticut Certification Board. The graduate courses in the M.S. in Addiction Studies will meet the further academic requirements necessary for the Licensed Alcohol and Drug Counselor (LADC). The LADC in Connecticut requires a Master’s degree in a Behavioral Science as well as supervised experience in the field.

The current undergraduate courses in Addiction Studies offered by WCSU are being upgraded to be offered at the graduate level. The program will be designed to be responsive to the needs of learners who are already working full- or part-time. The current 4 courses of the Substance Use Disorder Counseling sequence have always been offered as evening courses. Courses for the graduate program will be offered as a mixture of on-ground, hybrid, and online courses. Scheduling will allow graduates of the WCSU Psychology major to graduate with their Masters in one additional year of study.

Masters in Addiction Studies: Program Overview.
The WCSU Psychology program has a long-established specialization in substance abuse studies. Sadly, substance use disorder is a major problem in Connecticut, New England and the New York region. Opiate abuse has reached epidemic proportions (Governors Unite to Fight Heroin in New England, NY Times, 2014). Alcohol, cocaine and marijuana abuse remain widespread. There is a vital need for a graduate degree in the substance use disorder treatment field in Connecticut.

Pros
- Builds upon the existing strengths of the WCSU Psychology program.
- The state of Connecticut has established addiction treatment and prevention as a high priority.
- This program would serve a major need for the residents of Connecticut.
- A 4+1 model Master’s program would give many WCSU Psychology graduates a wider range of career options.
- Would allow WCSU Psychology to leverage our existing excellent relationships with northwest Connecticut substance use disorder treatment programs and establish new networks in the state and surrounding area.

Furthermore it prepares students for further scholarship if interested in attending a doctoral program in the future.
Proposed Curriculum

Core Addiction Studies Courses
PSY 592  Advanced Substance Use Counseling: Assessment and Counseling  4 Cr
PSY 593  Advanced Substance Use Counseling: Drugs & Behavior  4 Cr
PSY 594  Advanced Substance Use Counseling: Counseling Techniques  4 Cr
PSY 595  Advanced Substance Use Counseling: Applied Counseling  4 Cr

Additional Required Courses
PSY 5CC*  Program evaluation and data analysis 3 Cr
PSY 5FF*  Ethics and self-care for treatment providers 3 Cr
PSY 5XX*  Drugs and the Brain: The Neuroscience & Psychopharmacology of Addiction 3 Cr
PSY 5YY*  Advanced Diagnosis and Assessment in Substance Use Disorder and Co-Occurring Disorders 3 Cr

Internship
PSY 506  Internship in Addiction Studies  3 Cr
150 hours of supervised practical training in Alcohol and Drug Counseling

Masters Project
PSY 526  Masters Project  3 Cr
(Advanced literature review, design of intervention/program evaluation research study)
Note: Students can complete this project in one semester or over the entire program so students who are working can manage their time more effectively.

Additional Optional Courses
PSY 5AA*  Workplace health: EAP and other programs  3 Cr
PSY 5BB*  Substance use disorder treatment and the legal system  3 Cr
PSY 518*  Advanced principles of behavior modification  3 Cr
PSY 5DD*  Developmental issues in addiction  3 Cr
PSY 5EE*  Addictions & impulsive behaviors: Gambling, sexual and other problem behaviors  3 Cr
PSY 534*  Group and Self-Help Interventions in Substance Use Disorder  3 Cr

Note: At least one of these optional courses will be offered every other semester.

M.S. degree total: minimum 34 credits

Up to 40 credits may be taken including elective choices

(* indicates proposed new course)

The program is designed to provide graduate students access and opportunity to academic excellence and to training from specialists and practitioners in the substance use disorder field. The program
M.S. in Addiction Studies, WCSU

provides an industry needed pipeline of trained adults who can immediately support treatment, prevention, and community intervention programs.

**Admission requirements:** Students can apply for pre-admission to the Masters’ program when they reach junior year of the Psychology major. They must maintain a GPA of 3.0. An interview process in the student’s junior year will select pre-admitted students.

Other applicants are required to have a Bachelor’s degree from an accredited school. Students with psychology, social work and similar backgrounds are encouraged to apply. Admission will be based on a review of academic record and an interview.

WCSU undergraduate students in the Psychology major can take appropriate courses during their undergraduate education to facilitate progress towards the graduate degree. For example, students with appropriate standing can take up to two 500-level courses in their junior or senior year which will earn them credit toward their Masters in Science.

**Work and Internship Affiliations:** The program will work with Danbury and other northwest Connecticut substance use disorder treatment programs to provide graduate quality internship experiences for all graduate students. This program will emphasize the importance and value of the simultaneous internship and coursework. The Graduate Coordinator will focus on ensuring that the internship placements fit the needs of the program and the student and that the school advisor and the agency supervisor and the student intern are all clear and understand the expectations and needs of each party. Students will be placed in the site which best meets their needs.

**Alignment of Program with Institutional Mission, Role and Scope**

(Please provide objective and concise statements)

This program aligns with the CSCU mission, which seeks to provide an exemplary education that is affordable, innovative and supports economic growth.

The program would enable WCSU undergraduates in the Psychology major (300-350 students) to move seamlessly into a graduate program which would prepare them for leadership roles in the rapidly growing area of substance use disorder treatment. Courses in the Masters’ program will be scheduled to allow full-time students to graduate within a year of enrollment, so Psychology undergraduate majors can earn a Master of Science degree in 5 years of school, an affordable and economically effective choice for our students.

**Proposed Course Schedules**

**FULL-TIME PATHWAY**

**Summer 2019**

PSY 592. Advanced Substance Use Counseling: Assessment and Counseling. (4 Cr)
PSY 5XX. Drugs and the Brain: The Neuroscience & Psychopharmacology of Addiction. (3 Cr)

**Fall 2019**

PSY 593. Advanced Substance Use Counseling: Drugs and Behavior. (4 Cr)
PSY 5CC. Program evaluation and data analysis (3 Cr)
PSY 506. Internship in Addiction Studies. (3 Cr)
Winter 2019
Elective (3 Cr)

Spring 2020
PSY 526. Masters Project. (3 Cr)
PSY 594. Advanced Substance Use Counseling: Counseling Techniques. (4 Cr)
PSY 5YY. Advanced Diagnosis and Assessment in Substance Use Disorder and Co-Occurring Disorders (3 Cr)

Summer 2020
PSY 595. Advanced Substance Use Counseling: Applied Counseling. (4 Cr)
PSY 5FF* Ethics and self-care for treatment providers (3 Cr)

PART-TIME PATHWAY

Summer 2019
PSY 592. Advanced Substance Use Counseling: Assessment and Counseling. (4 Cr)
PSY 5XX. Drugs and the Brain: The Neuroscience & Psychopharmacology of Addiction. (3 Cr)

Fall 2019
PSY 593. Advanced Substance Use Counseling: Drugs and Behavior. (4 Cr)
PSY 506. Internship in Addiction Studies. (3 Cr)

Winter 2019
Elective (3 Cr)

Spring 2020
PSY 526. Masters Project. (3 Cr)
PSY 594. Advanced Substance Use Counseling: Counseling Techniques. (4 Cr)

Summer 2020
PSY 595. Advanced Substance Use Counseling: Applied Counseling. (4 Cr)
PSY 5FF. Ethics and self-care for treatment providers 3 Cr

Fall 2020
PSY 5CC. Program evaluation and data analysis 3 Cr
PSY 5YY. Advanced Diagnosis and Assessment in Substance Use Disorder and Co-Occurring Disorders (3 Cr)

Winter 2020
Elective (3 Cr)

Addressing Identified Needs
How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible)

In August, 2016, an Advisory Council was formed to study the need for and potential viability of a graduate program in addiction treatment at WCSU. The members of our Advisory Board are:
The Advisory Council has given us invaluable feedback throughout the process, and one member (Joseph Conrad), met with the Psychology Department’s External Review team in 2016 on this issue.

Some of their feedback concerning Connecticut workforce needs and/or the wellbeing of the Connecticut society and its communities is as follows:

**Richard Radocchia**

In terms of feasibility, I know there is a need and I believe many of the students will be interested.

All of our locations (outpatient and residential) would be potential placements for your students, and I believe there are many other agencies, like ours, looking for these interns.

The strength of your program would be the specialized focus on substance use disordered treatment, which is often overlooked in most graduate programs. That being said, the strength is also a potential weakness. The depth that you plan to offer your students, will necessitate losing some breadth. Helping your students learn this fact, and become prepared to be lifelong...
learners, will be invaluable. I personally, and MCCA as an organization understand and value our LADC clinicians, and will continue to hire clinicians with only the LADC credential.

**Joseph Conrad**

Is this program responsive to the needs of the Connecticut workforce in the substance abuse counseling field? If there has ever been a time in our society to have those with the necessary expertise to effectively treat those suffering from and with a primary substance use disorder as well as other co-occurring disorders indeed it would be now. An ongoing barrier to timely and effective intervention in large measure has to do with resources, meaning having enough highly trained clinicians to meet this ever increasing need.

The depth, breadth, and scope of what is being proposed and providing an essential and core focus on Substance Use Disorders is self-evident to its potential. Also, what is being proposed I believe is rather unique and although there are similar types of programs offering this at the graduate level is innovative and ground-breaking. In all, this is an initiative that is very timely and so needed. I look forward to seeing this come to full fruition.

**Richard Fisher**

From the DMHAS perspective attention to person-centered treatment is a must. Likewise focus on long term recovery management and recovery support is (hopefully) where the field is heading. Also content on co-occurring disorders (co-morbid substance use and other mental health conditions) is crucial. A focus on evidence-based practices, cultural competence, medication assisted treatment, trauma informed care, working with families, and infectious diseases also crucial. We are finding the ability to document is often lacking.

The LADC scope of practice is much narrower than LCSW, LPC and LMFT. However often students graduating from those programs lack knowledge and experience with SUDs, whereas this program would be strong in that regard.

In Connecticut, about 206,000 individuals aged 12 or older (6.8% of all individuals in this age group) per year in 2013–2014 were dependent on or abused alcohol within the year prior to being surveyed. In Connecticut, about 88,000 individuals aged 12 or older (2.9% of all individuals in this age group) per year in 2013–2014 were dependent on or abused illicit drugs within the year prior to being surveyed. *(Behavioral Health Barometer, Connecticut, 2015).*

Connecticut is in the grip of a devastating opioid crisis. “Opioid addiction and prescription drug misuse is a disease that is impacting nearly every community and people of every background,” Governor Malloy said. “Children and young adults battling substance use need sustained services for recovery to take hold because all the evidence shows relapses are common.” *(CT Office of the Governor).* There is an urgent need for more and better trained clinicians and therapists to provide leadership in the field of substance use disorder treatment.

This degree will give students to skills to understand the development and maintenance of substance use disorder problems and the effective behavioral change interventions to treat them. Graduates will be able to develop and implement individual treatment plans, lead effective group counseling, counsel clients with substance use disorder and related problems, understand current research on the
psychopharmacology of addiction, and work with families and community agencies to implement behavior change and develop effective prevention programs. Graduates will be given the preparation needed to be community leaders in substance use disorder treatment and prevention.

**How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?**

This program will leverage WCSU full-time and adjunct faculty strength in substance abuse treatment and prevention with our existing relationships with northwest Connecticut addiction treatment programs to create a training program to meet the urgent need in the Connecticut workforce for skilled practitioners to deal with the growing opioid and drug crisis in New England.

The October, 2016, report of the External Review team for our 7-year program review discussed the proposed graduate program in Addiction Studies. Their comments are as follows:

WCSU has, for years, utilized full-time and adjunct faculty to work with students on developing skills in understanding, and pursuing graduate training in, addiction and substance use disorder counseling. The documents provided to us showed that the faculty have considered the sequence of courses and have considered some of the implications of developing such a program. Given the increase in the opiate problem in the Northeast, and the student interest, it appears that such a program would be one that would indeed attract students. Beyond that, the faculty believe that developing a 4+1 program would attract students who might not otherwise be interested in attending WCSU for psychology.

We applaud the faculty for developing a program that would, indeed, work well with the existing faculty and that would complement much of what is already being done at WCSU. We would implore the faculty to consider hiring a program director: the program cannot exist without a full time director who would work with students to ensure adequate progress towards the degree and who could also work with students to identify appropriate internship sites. This person could also work with the undergraduate population on internship sites, effectively serving two purposes. We believe the program the department is envisioning looks sound and would serve the community of WCSU well. (Dana S. Dunn – Moravian College; Christopher M. Hakala – Quinnipiac University)

**Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate)**

N/A

**Please indicate what similar programs exist in other institutions within your constituent unit¹, and how unnecessary duplication is being avoided.**

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¹ Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut
There is no similar program within the Connecticut State Universities system or in the region. **Central Connecticut State University** offers a 36-39 credit MA in Psychology which prepares students for careers in human services or as preparation for further graduate study. CCSU offers three specializations. Community Psychology trains students as practitioners in prevention and community-based research. Health Psychology prepares students for careers in primary care, hospitals, and specialized programs. General Psychology allows students to follow individual interests. **Southern Connecticut State University** offers a 30-credit MA in Psychology. It is a research-based program designed to develop creative problem-solving skills applicable in research, clinical, industrial, and educational settings. Nor do any other public or private universities in Connecticut offer a Masters’ program in Addiction Studies.

Please provide a description/analysis of employment prospects for graduates of this proposed program.

Graduates will be prepared for the certification of: **Licensed Alcohol and Drug Counselor (LADC)**

The LADC in Connecticut requires a Master’s degree in a Behavioral Science as well as supervised experience in the field. The current undergraduate courses in Addiction Studies offered by WCSU meet the academic requirements for Certification as alcohol and drug counselors (CADC) as defined by the Connecticut Certification Board. The graduate courses in the M.S. in Addiction Studies will meet the further academic requirements necessary for the LADC. These additional requirements for licensure are:

- 300 hours of supervised practical training in Alcohol and Drug Counseling.
- Two years of supervised work experience.

The M.S. of Science will include a supervised internship. Graduates are expected to be able to apply for jobs as counselors, supervisors, team leaders, inpatient managers, outpatient coordinators, and other careers in the counseling field. Given the unfortunate and devastating surge in opioid abuse in New England, there is every expectation that graduates will be able to gain immediate employment as they work toward the two years of supervised work experience requirement for LADC.

“While the average rate of growth for employment in other fields is 11%, the increase in employment for Substance Abuse Counselors is 22%. That is one of the highest projected growth increases of any occupation listed in the “U.S. Occupational Outlook Handbook.”

In 2012 there were 89,600 Substance Abuse Counselors employed in the United States. By the year 2022 the government has predicted there will be 117,700. A recent issue of **U.S. News & World Report** ran an article, “The 100 Best Jobs” wherein it ranked jobs according to salary and employment potential. Substance Abuse Counseling ranked as #38 in the nation and #22 in the category of “Best Health Jobs.”” (Careers in Psychology).

The median salary for substance abuse and behavioral disorder counselors was $41,070 in 2016, according to the U.S. Bureau of Labor Statistics (BLS), [www.bls.gov](http://www.bls.gov). Connecticut has the highest...
concentration of jobs and location quotients in this occupation in the nation, 2,600 jobs with an average mean wage of $48,660.

We expect that graduates of this Master of Science in Addiction Studies will be employed in a wide variety of agencies, such as Outpatient care centers, Psychiatric and substance abuse hospitals, Residential intellectual and developmental disability facilities, Residential mental health and substance abuse facilities, General hospitals, and at schools, universities, and colleges.

Industries with the highest levels of employment in this occupation:

(Source - https://www.bls.gov/oes/current/oes211011.htm):

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outpatient Care Centers</td>
<td>22,250</td>
<td>2.67</td>
<td>$20.64</td>
<td>$42,930</td>
</tr>
<tr>
<td>Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities</td>
<td>18,240</td>
<td>2.98</td>
<td>$19.08</td>
<td>$39,690</td>
</tr>
<tr>
<td>Individual and Family Services</td>
<td>12,560</td>
<td>0.74</td>
<td>$20.10</td>
<td>$41,800</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>6,620</td>
<td>0.12</td>
<td>$23.30</td>
<td>$48,470</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>5,050</td>
<td>0.09</td>
<td>$25.31</td>
<td>$52,640</td>
</tr>
</tbody>
</table>

Top paying industries for this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Colleges</td>
<td>30</td>
<td>(7)</td>
<td>$35.12</td>
<td>$73,050</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>260</td>
<td>0.04</td>
<td>$32.33</td>
<td>$67,240</td>
</tr>
<tr>
<td>Insurance Carriers</td>
<td>(8)</td>
<td>(8)</td>
<td>$27.17</td>
<td>$56,520</td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>3,660</td>
<td>0.04</td>
<td>$27.05</td>
<td>$56,260</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>770</td>
<td>0.03</td>
<td>$26.81</td>
<td>$55,760</td>
</tr>
</tbody>
</table>
Cost Effectiveness and Availability of Adequate Resources

(Please provide a short narrative that generally considers projections of program enrollment and graduation, revenues and expenses, existing and needed resources, including faculty and administrative cost, and any major cost implications)

The proposed program benefits adults working in the addiction field who already hold a Bachelor’s Degree in Psychology or associated fields and wish to upgrade their skills to assume greater responsibility in their careers. It also benefits graduates planning to gain a graduate education who can begin their careers upon graduation with a higher earned income in a more complex and skilled job. Enrollment in the Addiction Studies program is estimated begin with an initial class of about 10 students, and grow to about 15 to 20 students graduating each year once the program has been in full implementation for 3-4 years.

In spring 2016 we surveyed our WCSU Psychology undergraduate majors about their interest in our offering a graduate program in Psychology in the substance use disorder treatment field. 53 students responded: 34% graduating, 28% seniors, 19% juniors, and 13% sophomores. 81% of respondents were female, 19% male, and 42% were transfer students.

Students were provided a description of the program and asked: Given the description (above) of the proposed Masters’ degree in Substance Abuse Counseling, I am interested in enrolling in this program.

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<tr>
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<tbody>
<tr>
<td>Very interested</td>
<td>26  49%</td>
</tr>
<tr>
<td>Interested</td>
<td>11  21%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12  23%</td>
</tr>
<tr>
<td>Not interested</td>
<td>4   8%</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>53</strong></td>
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</tbody>
</table>
the attached budget are conservative. We expect an initial cohort enrollment of 10 FT and 2 PT students, growing to 18 FT and 5 PT students by year 3.

Resources
Students will be able to enroll in as many as 9 credits per semester, the minimum for full time status and access to financial aid. Internship placement sites will need to be developed and students placed every semester. The feedback from the WCSU Psychology Advisory Council of local area program coordinators was that such placements will be feasible. There will be a need for reassigned time for a program coordinator. There will be a need for developing creative instructional practices to permit synchronous and asynchronous distance learning instruction when necessary.

There will be a need for strategic marketing plans to create a presence for the program on relevant websites, and through outreach activities such as direct marketing, promotion to employers, professional conferences, and coordination with Connecticut’s Department of Mental Health and Addiction Services (DMHAS).

Annual assessment will occur for a 5 year period at which point the program will be reassessed to determine its feasibility. The program can begin with the present faculty we currently have at WCSU.

### Overall Learning Goal/Principal Learning Outcome for the Program:

The MS in Addiction Studies will produce professionals who:

1. Are knowledgeable of diagnostic criteria for Substance Use Disorder (SUD; DSM-5) and of research into causative factors in the development of the disorder.
2. Can develop and implement individual treatment plans for the treatment of SUD.
3. Can lead effective group counseling for SUD.
4. Are able to effectively counsel clients with substance use disorder and related problems.
5. Understand current research on the psychopharmacology of addiction and pharmacological treatment.
6. Have the skills to work with families and community agencies to implement behavior change and develop effective prevention programs.

### Learning Outcomes - L.O.

*(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Are knowledgeable of diagnostic criteria for Substance Use Disorder (SUD; DSM-5) and of research into causative factors in the development of the disorder.
a. Identify prevalence rates for substance use and abuse in the United States, and for disorders co-occurring with substance use disorder
b. Define the diagnostic criteria for substance use disorders from the Diagnostic and Statistical Manual of Mental Disorders-5th Edition (DSM-5)
c. Define the diagnostic criteria for other mental disorders from the DSM-5
d. Explain the reasons for differences in prevalence rates for mental disorders across gender, ethnic, and age groups

Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, as tied to the course and program objectives.

Relevant courses:
PSY 592 Advanced Substance Use Counseling: Assessment and Counseling.

2. Can develop and implement individual treatment plans for the treatment of SUD.

   a. Conceptualize individual differences among individuals with substance use disorders
   b. Understand therapeutic procedures with individuals with comorbid disorders (substance abuse and other mental disorders)
   c. Understand how treatment intensity is matched to the level of clinical impairment - determining the necessary level of care
   d. Appreciate client motivation to change or motivation for treatment
   e. Integrate professional intervention with self-help groups such as Alcoholics Anonymous (AA) and Narcotics Anonymous

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, and internship projects, as tied to the course and program objectives.

Relevant courses:
PSY 592 Advanced Substance Use Counseling: Assessment and Counseling.

3. Can lead effective group counseling for SUD.

   a. Describe the nonspecific factors promoting change in counseling and psychotherapy
   b. Appreciate ambivalence for change in counseling and psychotherapy
   c. Redefine client resistance in counseling and psychotherapy
   d. Strengthen commitment to change in counseling and psychotherapy
   e. Identify the active ingredients in brief interventions that result in substantial therapeutic change
   f. Conceptualize goals, tactics, and strategies in family counseling and psychotherapy
   g. Understand the goals and methods of group counseling and psychotherapy
   h. Identify how the stages of change are adapted in counseling and psychotherapy
   i. Consider the goals and methods of Twelve Step Facilitation in counseling and psychotherapy
Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.

Relevant courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 595</td>
<td>Advanced Substance Use Counseling: Applied Counseling</td>
</tr>
<tr>
<td>PSY 534</td>
<td>Group and Self-Help Interventions in Substance Use Disorder</td>
</tr>
</tbody>
</table>

4. Are able to effectively counsel clients with substance use disorder and related problems.

   a. Study the history of AA and NA and consider their importance in treatment planning for substance abusers
   b. Identify the therapeutic process of AA and NA – the active ingredients
   c. Consider self-help interventions other than AA and NA
   d. Describe the theory, applications, and effectiveness of Behavior Therapy
   e. Understand the theory, applications, and effectiveness of Cognitive Therapy
   f. Comprehend the theory, applications, and effectiveness of Motivational Interviewing therapy
   g. Define Relapse Prevention, consider its theoretical foundation and applications, and evaluate its effectiveness
   h. Identify the theory and applications associated with Harm Reduction therapies; evaluate the associated empirical the ethical issues
   i. Detail the theories and practices of group therapies
   j. Develop treatment plans for individual and group therapies

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.

Relevant courses:

<table>
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<td>PSY 594</td>
<td>Advanced Substance Use Counseling: Counseling Techniques</td>
</tr>
</tbody>
</table>

5. Understand current research on the psychopharmacology of addiction and pharmacological treatment.

   a. Identify the pharmacology of alcohol and describe mechanisms for tolerance and protocol for withdrawal and detoxification
   b. Identify the pharmacology of amphetamines and describe mechanisms for tolerance and protocol for withdrawal and detoxification
   c. Identify the pharmacology of caffeine and describe mechanisms for tolerance and protocol for withdrawal and detoxification
   d. Identify the pharmacology of cannabis and describe mechanisms for tolerance and protocol for withdrawal and detoxification
   e. Identify the pharmacology of cocaine and describe mechanisms for tolerance and protocol for withdrawal and detoxification
   f. Identify the pharmacology of hallucinogens and describe mechanisms for tolerance and protocol for withdrawal and detoxification
g. Identify the pharmacology of inhalants and describe mechanisms for tolerance and protocol for withdrawal and detoxification

h. Identify the pharmacology of nicotine and describe mechanisms for tolerance and protocol for withdrawal and detoxification

i. Identify the pharmacology of opioids and describe mechanisms for tolerance and protocol for withdrawal and detoxification

j. Identify the pharmacology of phencyclidine and describe mechanisms for tolerance and protocol for withdrawal and detoxification

k. Identify the pharmacology of sedatives and describe mechanisms for tolerance and protocol for withdrawal and detoxification

l. Identify the pharmacology of ergogenic substances such as anabolic steroids and describe mechanisms for tolerance and protocol for withdrawal and detoxification

m. Study the methods of transmission, medical, psychological, and neurological effects of HIV/AIDS, and consider substance abuse treatment for patients with HIV/AIDS

n. Be knowledgeable of pharmacological and medication-assisted treatments for substance abuse

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.

Relevant courses:
PSY 593 Advanced Substance Use Counseling: Drugs & Behavior
PSY 5XX Drugs and the Brain: The Neuroscience and Psychopharmacology of Addiction

6. Have the skills to work with families and community agencies to implement behavior change and develop effective prevention programs.

a. Comprehend etiological explanations for substance use disorders

b. Recognize and describe psychometric instruments that specifically assess substance use disorders

c. Understand patterns of responses that identify substance use disorders on traditional psychological tests

d. Conceptualize individual differences among individuals with substance use disorders

e. Understand therapeutic procedures with individuals with comorbid disorders (substance abuse and other mental disorders)

f. Understand how treatment intensity is matched to the level of clinical impairment - determining the necessary level of care

g. Appreciate client motivation to change or motivation for treatment

h. Integrate professional intervention with self-help groups such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA)

i. Examine the ethical standards for substance abuse counselors

j. Develop an understanding of counseling that is consistent with the traditions of AA, NA, Rational Recovery, and Women for Sobriety
k. Describe Multisystemic Therapy
l. Consider the familial, social and community issues related to pharmacological treatments for substance abuse
m. Develop and understanding of an integrated model of counseling and psychotherapy
n. Appreciate the issues related to ethnicity, gender, age, LGBT, and health status in counseling and psychotherapy
o. Identify standards for ethical practice in counseling and psychotherapy
p. Examine the actions necessary to adopt sustainable lifestyles through individual, local, societal or global behavior change, and evaluate potential outcomes – understand interventions that prevent the onset and maintenance of substance abuse as well as practices that build behavioral competencies

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.
Relevant courses:
- PSY 595 Advanced Substance Use Counseling: Applied Counseling
- PSY 506 Internship in Addiction Studies

Program Administration (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)

A 3-credit per semester FTE load for the M.S. Coordinator is proposed in the attached budget. This role may initially be assumed by the Psychology Department Chair or their designee, until a FT position is hired, at which point that individual will transition into the role. The new faculty member should preferably be hired by the proposed start date of the program (Summer 2019).

Faculty (Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

Current Full-Time faculty

The WCSU Psychology department has a depth of faculty expertise in these areas, and already offers a number of courses which are being modified to be offered at the graduate level.

**Nicholas Gallucci.** Established the four courses in Substance Abuse Counseling at WCSU (PSY 392, 393, 394, 395) in 1999 and has taught them since that time. Has been a licensed psychologist for 30 years. Received his MA and Ph.D. degrees in Clinical Psychology at the University of Louisville.

**Shane Murphy.** Ph.D. in Clinical Psychology at Rutgers University (1986) where he worked at the Alcohol Behavior Research Laboratory under Drs. Peter Nathan and Terry Wilson. Was Head of Sport Psychology for the US Olympic Committee (USOC) from 1987 to 1994, and
developed the Alcohol and Drug Education program for the USOC. Teaches Abnormal Psychology, Child and Adolescent Abnormal Psychology, Health Psychology, and Advanced Seminar in Applied Psychology. Fellow of APA and former President of APA Division 47.

**What percentage of the credits in the program will they teach?** 25

**How many new full-time faculty members, if any, will need to be hired for this program?**
One additional full-time faculty member will be needed to staff the graduate-level courses. The Psychology department already utilizes a large number of part-time adjunct faculty to teach our popular undergraduate program, and taking full-time teaching hours away from our undergraduate major to teach graduate-level courses would necessitate an undesirable increase in the use of part-time faculty.
Additionally, recruiting an additional faculty member with training and experience in Addiction Studies will add expertise to our department in this area, bringing recent research and models to curriculum development.

**What percentage of the credits in the program will they teach?** 50

**What percent of credits in the program will be taught by adjunct faculty?** 25
Several of our adjunct faculty members also have considerable expertise and many years of applied experience in this field.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:
PhD or PsyD in clinical or counseling psychology will be required. All faculty must be licensed in the state of Connecticut. Highest preference will be given to those currently working in direct patient care and/or service delivery in substance use disorder treatment, or in community prevention. Such faculty can provide the best supervision and training to our graduate students.

We are prepared to offer this program now, but we anticipate healthy programmatic growth and are planning appropriate reallocation/addition of faculty resources to meet these needs.

**Special Resources** (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)
Additional library resources (web/video/webinar access) will be needed in addition to funds for marketing efforts aimed at promoting the program throughout New England.

**Curriculum**
(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format as needed)

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>L.O. #</th>
<th>Pre-Requisite</th>
<th>Cr Hrs</th>
<th>Course Number and Name</th>
<th>L.O. #</th>
<th>Cr Hrs</th>
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</table>


<table>
<thead>
<tr>
<th>Program Core Courses</th>
<th>Other Related/Special Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 592 Advanced Substance Use Counseling: Assessment and Counseling</td>
<td>4</td>
</tr>
<tr>
<td>PSY 593 Advanced Substance Use Counseling: Drugs &amp; Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PSY 594 Advanced Substance Use Counseling: Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>PSY 595 Advanced Substance Use Counseling: Applied Counseling</td>
<td>4</td>
</tr>
<tr>
<td>PSY Program evaluation and data analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY Ethics and self-care for treatment providers</td>
<td>3</td>
</tr>
<tr>
<td>PSY Drugs and the Brain: The Neuroscience &amp; Psychopharmacology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>PSY Advanced Diagnosis and Assessment in Substance Use Disorder and Co-Occurring Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY Internship in Addiction Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY Masters Project</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY Workplace health: EAP and other programs</td>
<td>3</td>
</tr>
<tr>
<td>PSY Substance use disorder treatment and the legal system</td>
<td>3</td>
</tr>
<tr>
<td>PSY Advanced principles of behavior modification</td>
<td>3</td>
</tr>
</tbody>
</table>
### Program Outline

**Total Number of Credits required for M.S.:** 34 (40 maximum)

**Admission Requirements**

WCSU B.A. applicants: Application and interview in 3rd year of BA. GPA above 3.1

Other applicants: Bachelors degree, interview. Experience working in addiction field recommended.

**Internships:** Existing internships available in the WCSU undergraduate program will be expanded with local Fairfield County programs and agencies.
Full-Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

<table>
<thead>
<tr>
<th>Faculty Name and Title</th>
<th>Institution of Highest Degree</th>
<th>Area of Specialization/Pertinent Experience</th>
<th>Other Administrative or Teaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Gallucci</td>
<td>University of Louisville</td>
<td>Substance Use Disorder Counseling/Community Psychology</td>
<td></td>
</tr>
<tr>
<td>Shane Murphy</td>
<td>Rutgers University</td>
<td>Health Psychology</td>
<td>Department Chair</td>
</tr>
<tr>
<td>To be hired</td>
<td>Ph.D. or Psy.D.</td>
<td>Addiction studies</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Mary Nelson</td>
<td>Iowa State University</td>
<td>Research and Statistics</td>
<td></td>
</tr>
<tr>
<td>Bernie Gee</td>
<td>University of Rochester</td>
<td>Neuroscience, Biological Psychology, Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>Tara Kuther</td>
<td>Fordham University</td>
<td>Developmental Psychology, Risk-taking behavior in adolescents</td>
<td></td>
</tr>
<tr>
<td>Dan Barrett</td>
<td>Arizona State University</td>
<td>Social Psychology, Social Influence/Persuasion, Cross-Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>Maya Aloni</td>
<td>State University of New York at Buffalo</td>
<td>Social Psychology, the Psychology of Close Relationships</td>
<td></td>
</tr>
<tr>
<td>Robin Gustafson</td>
<td>Columbia University</td>
<td>Cognitive Psychology, Technology and Learning</td>
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</tr>
<tr>
<td>Patricia O’Neill</td>
<td>University of California Riverside</td>
<td>Cognitive Psychology, Statistics, Evolutionary Psychology</td>
<td></td>
</tr>
<tr>
<td>Jessica Kraybill</td>
<td>Virginia Tech University</td>
<td>Developmental Psychology, Statistics</td>
<td></td>
</tr>
<tr>
<td>Rondall Khoo</td>
<td>Pennsylvania State University</td>
<td>Cognition, Thinking and Reasoning, and Cognitive Learning</td>
<td></td>
</tr>
</tbody>
</table>