Addiction Counseling
CNDV-5326

Meeting Times

Course Start Date: June 3, 2019
Course End Date: August 11, 2019

Webinar Schedule:

June 3 - Monday- 6pm CST
June 17 - Monday- 6pm CST
July 1 - Monday- 6pm CST
July 15 - Monday- 6pm CST
July 29 - Monday- 6pm CST

https://lamar.adobeconnect.com/cndv_5324_summer_2019/

Contact Information

Professor

Dr. Crystal Collins

Office Hours/Link

Virtual Hours: By appointment
https://lamar.adobeconnect.com/collinsofficehours/

Contact Information:
LU Email: ccollins32@lamar.edu – best method of contact

Catalog Description

This course provides counselors and other human service workers with an overview and etiology of the addictive process. Students will develop conceptual knowledge, practical skills, and assessment strategies including the use of wraparound assessment and intervention services within a behavioral health setting. Pre-requisites: Admission to the Lamar Counseling Program.

Objectives

COURSE OBJECTIVES

• To provide learning activities that align with professional standards for culturally competent leadership in group work
• To promote evidence-based practices for highly trained counselors who understand the therapeutic value, the design, and the implementation of counseling groups.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>*CACREP Common Core Curricular Areas</th>
<th>*CACREP Addiction Counseling Domains</th>
<th>*CACREP Clinical Mental Health Counseling Domains</th>
<th>Related Assignments</th>
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<tbody>
<tr>
<td>At the completion of this course, students will be able to:</td>
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<tr>
<td>1. Analyze the societal costs of addictions and substance abuse over time.</td>
<td>Sec.II G.3.g</td>
<td>A1</td>
<td>A8</td>
<td>• Discussion 1</td>
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<td>• Application Assignments 1</td>
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<td>• Final Assignment</td>
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<td>2. Demonstrate an understanding of the history of substance abuse and addictions counseling, including development of associated legislation and laws.</td>
<td>Sec.II G.3.g</td>
<td>A1</td>
<td>C4</td>
<td>• Discussion 1</td>
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<td>• Application Assignment 1</td>
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<td>• Final Assignment</td>
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<td>3. Define and understand the terminology commonly associated with chemical dependency.</td>
<td>Sec.II G.3.g</td>
<td>A3</td>
<td>C4</td>
<td>• Discussion 2</td>
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<td>• Application Assignment 2</td>
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<td>• Final Assignment</td>
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<td>4. Describe the major effects of depressants, stimulants, cannabinoids, hallucinogens, opioids, and inhalants on the human brain and biological and physiological processes of the body.</td>
<td>Sec.II G.3.g</td>
<td>A6</td>
<td>C7, G3</td>
<td>• Discussion 2</td>
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<td>• Final Assignment</td>
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<td>5. Analyze and discuss the major medical issues and diseases that are either caused by or exacerbated by substance addiction</td>
<td>Sec.II G.3.g</td>
<td>A6</td>
<td>A6, C2, C4, C6, K3, H3</td>
<td>• Discussion 5</td>
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<td>• Final Assignment</td>
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<td>6. Describe the genetic, biological, environmental, social, psychological, and philosophical influences of addiction.</td>
<td>Sec.II G.3.g</td>
<td>A6</td>
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<td>• Discussion 2&amp;3</td>
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<td>• Application Assignment 2&amp;3</td>
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<td>• Final Assignment</td>
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</tbody>
</table>
| 7 | Evaluate the main differences between the various models of addiction counseling. | Sec.II G.3.g | A5 | C4, D8, I3 | • Discussion 3  
• Application Assignment 3  
• Final Assignment |
| 8 | Evaluate the etiological differences between subgroups that impact the development and maintenance of substance abuse disorders | Sec.II G.3.g | E1 & E2 | G4, H3, L3 | • Discussion 2  
• Application Assignment 2  
• Final Assignment |
| 9 | Analyze and apply the diagnostic criterion and distinguishing features between substance dependence and substance abuse. | Sec.II G.3.g, G.7 | G1-4 | C2, C4, C6, G4, H3, H4 | • Discussion 3  
• Application Assignment 3  
• Final Assignment |
| 10 | Analyze and discuss ethical issues inherent in substance abuse counseling | Sec.II G.3.g, G.7.g | G1-4 | A1, A2, B1, G4, D8, L2 | • Discussion 1&3  
• Application Assignment 3  
• Final Assignment |
| 11 | Understand the procedures and process for assessment and diagnosis of substance disorders. | Sec.II G.3.g | G1&2 | C6, G1, G4, D8, K2 | • Discussion 3  
• Application Assignment 3  
• Final Assignment |
| 12 | Describe the various dynamics of relapse and prevention and be able to structure a treatment plan that incorporates these concepts. | Sec.II G.3.g, G.6.a, G.6.d | C2 | H4, D8 | • Discussion 4  
• Application Assignment 4  
• Final Assignment |
| 13 | Understand special needs and treatment recommendations for individuals with dual diagnoses and/or polysubstance abuse. | Sec.II G.3.g | K2 | C5, C6, D8, H4, K2, K3, L1, L2 | • Discussion 5  
• Final Assignment |
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Section</th>
<th>Page Range</th>
<th>Assessment</th>
<th>References</th>
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<tbody>
<tr>
<td>14</td>
<td>Analyze and apply the main techniques, strategies, or approaches of common treatment options for substance addiction.</td>
<td>Sec.II G.3.g</td>
<td>B, D3, H1</td>
<td>Discussion 5</td>
<td>A8, E3, H4</td>
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<td>15</td>
<td>Analyze the various issues that can impact a family when a family member has an addiction such as, but not limited to, family dynamics, family roles, homeostasis, boundaries, and relationships.</td>
<td>Sec.II G.3.g</td>
<td>C4</td>
<td>Discussion 4</td>
<td>C4</td>
</tr>
<tr>
<td>16</td>
<td>Evaluate the different types of relapse prevention models/programs along with their associated pros and cons.</td>
<td>Sec.II G.3.d, G.3.g, G.6.a, G.6.d</td>
<td>A5, C2</td>
<td>Assessment 4</td>
<td>A5, D8</td>
</tr>
<tr>
<td>17</td>
<td>Explain the risk and protective factors that impact different populations, including, but not limited to, children; adolescents; adults; the elderly; women; men; lesbian, gay, bisexual, and transgendered (LGBT) people; people with disabilities; and different ethnic groups.</td>
<td>Sec.II G.2.d, G.3.g</td>
<td>E</td>
<td>Discussion 1&amp;5</td>
<td>C1-6, E1, E2, H3, K4</td>
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<td>18</td>
<td>Understand the ethnic and cultural differences that can impact the etiology, diagnosis, treatment, and prognosis of addiction.</td>
<td>Sec.II G.1.j, G.2.d, G.3.g</td>
<td>E</td>
<td>Discussion 4 &amp; 5</td>
<td>C1-6, D8, E1, E2, H3, K4</td>
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<tr>
<td>19</td>
<td>Analyze the strategies used in prevention efforts at the group, individual, and community levels.</td>
<td>Sec.II G.3.g, G.6.a, G.6.d</td>
<td>A8</td>
<td>Discussion 1</td>
<td>A8</td>
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**Course Materials**

**REQUIRED TEXTBOOK**

Course Policies

**Nota Bene:**

This is a distance education course. In order to complete this course successfully, you will need access to a computer and the Internet on a daily basis. Even though this is a Blackboard only course, it is expected that this course will include significant interaction between the instructor and the students, between the students and the content, and students and students. This includes discussion postings and responses, webinars, virtual office hours, and emails.

**COURSE STRUCTURE**

This course is presented in an intensive ten-module format. Each module has two weeks’ work and includes readings from assigned texts on the topic, video lectures from professors, discussion with your colleagues, and assignments for you to apply the concepts discussed in each week. A Final Project, introduced in Module 1, will culminate by Week 9 of Module 5. There is a comprehensive Final Exam that will be taken in Week 10 of Module 5. It is important to review the syllabus. All course materials and due dates at the onset of the course.

**WEBINARS**

The professor will present information in the first week of each module on the current module’s assignments, discussion board, progress monitors, as well as answer questions about the current module’s content and assignments. Attendance at the Webinar is not mandatory but it is STRONGLY recommended that students attend due to the nature of the new terminology and concepts in this course. The Webinar will be recorded each module and sent to all students. The link will be posted within the course.

**NO TK20 REQUIREMENT**

There is no TK20 requirement for this course. You will not have a TK20 binder or need to download any assignment to TK20. Download all your assignments to Blackboard only.

**PARTICIPATION**

You are expected to participate in all online discussion activities with correct English usage, accurate spelling, APA writing rules, and standard grammar. Students are expected to post a response to the discussion questions by day 4 and maintain a thread of discussions throughout the week as you respond to colleagues.

Points will be given for:

- Following the rubric timeline and quantity of posts to discussion questions
- Offering ideas or resources and inviting a review of them based on readings;
- Learning and using APA citations within the discussion to enrich your position;
- Articulating, explaining and supporting positions on ideas;
- Exploring and supporting issues by adding explanations and examples;
• Reflecting on and re-evaluating personal opinions based on readings;
• Offering a review, challenging, discussing and expanding ideas of others;
• Negotiating interpretations, definitions, and meanings;

Technology

Students must have adequate computer and internet capability to complete this class. Failure to submit coursework according to the due dates because of technology difficulties will not be an appropriate excuse. It is the student’s responsibility to maintain appropriate equipment and connection at all times to fully participate in the class. Directions and tutorials to Blackboard are available to assist navigation through the courseware. Watch the CNDV Student Orientation found in your Bb queue for assistance.

Academic Dishonesty/Integrity: Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. SafeAssign may be used in the course.

Evaluation and Grading

You are expected to complete and turn in assignments on time. Any late assignments may be subject to a penalty of 10% per day. Acceptance of any late assignments is at the instructor’s discretion. Documentation may be required. Due to the nature of the discussion board assignments, late posts will not be allowed.

Sexual Harassment

It is the policy of the university that no faculty or staff member, student or contractor, may sexually harass any guest or visitor on the campus or any member of the university community, including faculty, staff and students. Such acts will not be tolerated either on campus or at Lamar University programs off campus. Any faculty, staff or student will be subject to disciplinary action for violation of this policy.

DISABILITY ACCOMMODATIONS

Lamar University is committed to providing equitable access to learning opportunities for all students. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the Disability Resource Center (DRC) at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

The DRC is located in the Communication Building, Room 105. The staff can be reached by mail at P.O. Box 10087, Beaumont, TX 77710. If you are already registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

If you have a disability, there may be issues of access to Distance Education classes and to your participation that should be explored as early as possible. Please e-mail the basic information requested (name, student ID#, course abbreviation/number/section, and requested academic adjustments and/or accommodations.) and you will be contacted by someone from DRC about your specific accommodation needs.
It is the student’s responsibility to verify official registration for the course. To receive a full refund, students must drop by the THIRD day of the course. If at any point, the student decides not to participate in this course, it is the student’s responsibility to officially drop or withdraw from enrollment. Failure to drop properly will result in a failing grade. Email recordsluacademicpartnerships@lamar.edu as this is the email for the Online Academic Partnerships program.

<table>
<thead>
<tr>
<th>Assessment Learning Activity</th>
<th>*CACREP Core, Addiction, and CMHC Standards</th>
<th>Standard Description</th>
<th>Rubric Name</th>
<th>Specific Rubric Item/s Aligned to Standard/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Application Assignment</td>
<td>I G.3.g, II G.2.d, II C4</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
<td>Substance Abuse Assignment Rubric 1</td>
<td>Quality of Information II G.3.g, C4 Organization II G.3.g Reflection II G.3.g I Mechanics Sources</td>
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<tr>
<td>Module 1 Article Critique</td>
<td>III CMHC G3</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.</td>
<td>Substance Abuse Journal Article Review Rubric 1</td>
<td>Intro and Problem II G.3.g; Major Strengths II G.3.g Major Weaknesses II G.3.g Future Research Conclusion II G.3.g Mechanics</td>
</tr>
<tr>
<td>Module 1 Discussion Board</td>
<td>II G.2.d, II G.3.d, II G.3.g</td>
<td>Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies Theories and models of individual, cultural, couple, family, and community resilience Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment</td>
<td>Substance Abuse Discussion Rubric 1</td>
<td>Initial Post II G.2.d; II G.3.d, II G.3.g Response Posts II G.2.d Participation Etiquette/Quality</td>
</tr>
</tbody>
</table>
### Module 2 Application Assignment II G.3.g

III CMHC C4  
III CMHC G3  

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Knows the disease concept and etiology of addiction and co-occurring disorders.

Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

| Substance Abuse Assignment Rubric 2 | Quality of Information II G.3.g; III CMHC C4  
Organization  
Reflection II G.3.g  
Mechanics  
Sources |

### Module 2 Article Critique II G.3.g

III CMHC C4  

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Knows the disease concept and etiology of addiction and co-occurring disorders.

| Substance Abuse Journal Article Review Rubric 2 | Intro and Problem Statement II G.3.g; III CMHC C4  
Major Strengths II G.3.g;  
Major Weaknesses II G.3.g;  
Two Research Areas II G.3.g  
Conclusion II G.3.g;  
Mechanics |

### Module 2 Discussion Board II G.3.g

III CMHC C4  
C7  
G1  
G3  

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Knows the disease concept and etiology of addiction and co-occurring disorders.

Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

| Substance Abuse Discussion Rubric 2 | Initial Post II G.3.g; III CMHC C4; C7; G1; G3  
Response Posts II G.3.g; III CMHC C4  
Participation Etiquette/Quality |
<table>
<thead>
<tr>
<th>Module 3 Application Assignment</th>
<th>II G.3.g</th>
<th>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</th>
<th>Substance Abuse Assignment Rubric 3</th>
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<tbody>
<tr>
<td></td>
<td>CMHC</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
<td>Quality of Information II.G.3.g;</td>
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<td></td>
<td>C4</td>
<td>Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</td>
<td>CMHC C4; H4</td>
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<td>H4</td>
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<td>Organization</td>
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<td>Reflection II.G.3.g</td>
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<td>Mechanics</td>
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<td>Courses</td>
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<tr>
<td>Module 3 Article Critique</td>
<td>II G.3.g</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</td>
<td>Substance Abuse Journal Article Review Rubric 3</td>
</tr>
<tr>
<td></td>
<td>III CMHC</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders</td>
<td>Intro and Problem Statement II G.3.g;</td>
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<td>C4</td>
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<td>CMHC C4</td>
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<td>Major Strengths II G.3.g; CMHC C4</td>
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<td>Major Weaknesses II G.3.g; CMHC C4</td>
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<td>Two</td>
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<td>Research Areas II G.3.g</td>
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<td>Conclusion II G.3.g</td>
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<td>Mechanics</td>
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<tr>
<td>Module 3 Discussion Board</td>
<td>II G.3.g</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</td>
<td>Substance Abuse Discussion Rubric 3</td>
</tr>
<tr>
<td></td>
<td>II G.7.g</td>
<td>Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</td>
<td>Initial Post II G.3.g;</td>
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<tr>
<td></td>
<td>III CMHC</td>
<td></td>
<td>III CMHC A5; A6; C2; I3</td>
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<td></td>
<td>A5</td>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</td>
<td>Response Posts II G.3.g;</td>
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<td></td>
<td>A6</td>
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<td>CMHC A5; A6; C2; I3</td>
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<td>C2</td>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
<td>Participation</td>
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<td>I3</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
<td>Etiquette/Quality</td>
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<td>Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.</td>
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<tr>
<td>Module 4 Application Assignment</td>
<td>II.G.3.g</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</td>
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<td>II.G.6.d</td>
<td>Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</td>
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<td>III CMHC A1</td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.</td>
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<td>D8</td>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</td>
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<td>H4</td>
<td>Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</td>
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<td><strong>Substance Abuse Assignment Rubric 4</strong></td>
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<td><strong>Quality of Information</strong></td>
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<td>II.G.3.g; II.G.6.d</td>
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<td>III CMHC A1; D8; H4</td>
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<td><strong>Organization</strong></td>
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<td>Reflection II.G.3.g; II.G.6.d</td>
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<td><strong>Mechanics</strong></td>
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<td>Courses</td>
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<thead>
<tr>
<th>Module 4 Article Critique</th>
<th>II.G.3.g</th>
<th>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>II.G.6.a</td>
<td>Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.</td>
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<tr>
<td></td>
<td>II.G.6.d</td>
<td>Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</td>
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<td></td>
<td>CMHC C4</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
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<td><strong>Substance Abuse Journal Article Review Rubric 4</strong></td>
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<td><strong>Intro and Problem Statement II.G.3.g</strong></td>
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<td>CMHC C4; II.G.6.a</td>
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<td><strong>Major Strengths</strong> II.G.3.g; II.G.6.a; II.G.6.d</td>
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<td>III CMHC C4</td>
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<td><strong>Major Weaknesses</strong> II.G.3.g; CMHC C4</td>
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<td><strong>Conclusion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>Module 4 Discussion Board</td>
<td>II G.3.g</td>
<td>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</td>
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<tr>
<td></td>
<td>CMHC C1</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.</td>
</tr>
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<td></td>
<td>C4</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
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<td></td>
<td>C7</td>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
</tr>
<tr>
<td></td>
<td>C8</td>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
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<td></td>
<td>E.3</td>
<td>Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.</td>
</tr>
<tr>
<td>Substance Abuse Discussion Rubric 4</td>
<td>Initial Post</td>
<td>II G.3.g</td>
</tr>
<tr>
<td></td>
<td>CMHC C4</td>
<td>Response Posts II G.3.g; C1; C2; CMHC C4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Etiquette/Quality</td>
</tr>
</tbody>
</table>
Module 5 Discussion Board

CMHC

A2

B1

C4

E1

E2

K2

K3

K4

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Knows the disease concept and etiology of addiction and co-occurring disorders.

Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

Module 5 Final Project

CMHC

A2

A6

B1

C4

C7

C8

D2

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Knows the disease concept and etiology of addiction and co-occurring disorders.

Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, and treatment.
|   | treatment, referral, and prevention of mental and emotional disorders.  
|---|------------------------------------------------------------------------
|   | Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.  
|   | Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.  
|   | Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.  
|   | Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.  
|   | Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.  
|   | Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.  
|   | Identifies standard screening and assessment instruments for substance use disorders and process addictions.  
|   | Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).  
|   | Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.  
|   | Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.  
|   | Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.  
|   | Design and Mechanics II G.3.g; CMHC  
| E1 | C4; G1; G2; G4; K1; K2; L1; L2  
| Question 5 | Mental health exacerbated by substance abuse  
| E2 | CMHC A6; C4; D8; K1; K2; L1; L2  
| Question 6 | Genetic, biological, environmental, social, psychological impact  
| G1 | CMHC A2; C8; D2; E1; E2; G1;  
| Question 7 | Special Needs and Recommendations related to dual diagnosis ii G.3.g  
| G2 | CMHC A6; C4; D8; K1; K2  
| Question 8 | Techniques, strategies, approaches of treatment options  
| G3 | II G.3.g  
| K1 | CMHC  
| Question 9 | Risk and protective factors  
| K2 | CMHC A2; E1; E2  
| Question 10 | Relapse and prevention; treatment plan  
| L1 | II G.3.g  
| L2 |
Evaluation

Evaluation and Grading

You are expected to complete and turn in assignments on time. Any late assignments may be subject to a penalty of 10% per day. Acceptance of any late assignments is at the instructor’s discretion. Documentation may be required. Due to the nature of the discussion board assignments, late posts will not be allowed.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (Modules 1-5)</td>
<td>60 points for each of five modules</td>
<td>300</td>
<td>30 %</td>
</tr>
<tr>
<td>Application Assignments (Modules 1-4)</td>
<td>50 points for each of four modules</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Article Critiques (Modules 1-4)</td>
<td>50 points for each of four modules</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>200 total points. Due in Module 5</td>
<td>200</td>
<td>20%</td>
</tr>
</tbody>
</table>

900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
Below 600 points = F

Institutional Policies
Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website (http://www.lamar.edu/disability-resource-center/).

Academic Support

Academic Support can be located at http://students.lamar.edu/academic-support/index.html.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Student Services

Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.

Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in
the course is urged to contact the LU Strong program. The program is located in the Setzer Student Center, Room 230 at 409-880-8458 or at lustrong@lamar.edu. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e., Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away form exterior walls, windows, and doors.

Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.
LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. More comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.
## Technical Support

Technical Support can be located at [http://students.lamar.edu/it-services-and-support/index.html](http://students.lamar.edu/it-services-and-support/index.html).

**Phone:** 409-880-2222  
**Email:** servicedesk@lamar.edu  

**Hours of Operation (CST):**  
Monday - Thursday 7:30 a.m.-12:00 a.m.  
Friday 7:30 a.m. - 7:30 p.m.  
Saturday 9:00 a.m. - 6:00 p.m.  
Sunday 3:00 p.m. - 12:00 a.m.

## Course Subject Outline

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
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</table>
| **Module 1**                    | **Readings:**  
Stevens & Smith Chapters 1, 2, & 13                                               | **Module 1 Journal Article**  
Critique: Submit by 11:59 pm Day 7 of Week 1.  
Discussion 1: Submit initial post by Day 4 of Week 1 and all responses by Day 6 of Week 1.  
Go to Module 1 for Discussion prompt.  
Start Work on Final Assignment.  
Due Module 5.  
**Assignment 1:** Submit by 11:59 pm Day 7 of Week 2, Module 1.  
Go to Module 1 for Assignment template and instructions. |
| **Foundational Principles of Substance Abuse** | **Journal Article for Critique**                                                     |                                                                                       |
|                                 | **Lecture:**  
View and read lectures/videos                                                        |                                                                                        |
|                                 | *Also read supplemental articles in the "Resource" section and view other supplemental resources provided in the resource section. |                                                                                        |
| **Module 2**                    |                                                                                      |                                                                                        |


<table>
<thead>
<tr>
<th>Module 3</th>
<th>Module 4</th>
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</table>
| **Assessment, Diagnosis & Treatment** | **Module 3**
| **Readings:** | **Readings:**
| Stevens & Smith Chapters 5, 6, & 7 | Stevens & Smith Chapters 3, 4, & 14
| **Journal Article for Critique** | **Journal Article for Critique** |
| **Lecture:** View and read lectures/videos | **Lecture:** View and read lectures/videos
| *Also read supplemental articles in the "Resource" section and view other supplemental resources provided in the resource section.* | *Also read supplemental articles in the "Resource" section and view other supplemental resources provided in the resource section.*

| **Module 3 Journal Article Critique:** Submit by 11:59 pm Day 7, Week 5, Module 3. | **Module 3 Journal Article Critique:** Submit by 11:59 pm Day 7, Week 3, Module 2.
| **Discussion 3:** Submit initial post by Day 4, Week 5, and all responses by Day 6, Week 5, Module 3. | **Discussion 2:** Submit initial post by Day 4, Week 3, and all responses by Day 6, Week 3, Module 2.
| **Assignment 3:** Submit by 11:59 pm Day 7, Week 6, Module 3. | **Assignment 2:** Submit by 11:59 pm Day 7, Week 4, Module 2.
| Work on Final Assignment. Due in Module 5. | Work on Final Assignment. Due in Module 5.
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<tbody>
<tr>
<td></td>
<td>Journal Article for Critique</td>
<td>Discussion 4: Submit initial post by Day 4, Week 12, and all responses by Day 6, Week 7, Module 4.</td>
</tr>
<tr>
<td></td>
<td>Lecture: View and read lectures/videos</td>
<td>Assignment 4: Submit by 11:59 pm Day 7, Week 8, Module 4.</td>
</tr>
<tr>
<td></td>
<td>*Also read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section.</td>
<td>Work on Final Assignment. Due Module 5.</td>
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</table>

### Module 5

<table>
<thead>
<tr>
<th>Cultural Issues and Issues Related to Special Populations</th>
<th>Readings: Stevens &amp; Smith Chapters 11 &amp; 12</th>
<th>Final Assignment: Submit by 11:59 pm Day 7, Week 9, Module 5. Upload to Bbd only.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Journal Article Critique</td>
<td>Discussion 5: Submit initial post by Day 4, Week 9, and all responses by Day 6, Week 9, Module 5.</td>
</tr>
<tr>
<td></td>
<td>Lecture: View and read lectures/videos</td>
<td>Final Exam: Submit by 11:59 pm Day 7, Week 10, Module 5.</td>
</tr>
<tr>
<td></td>
<td>*Read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section.</td>
<td>Complete Course Evaluation by 11:59 pm Day 5, Week 10, Module 5.</td>
</tr>
</tbody>
</table>