Addiction Counseling
CNDV-5326

Fall 2020  Section L01  3 Credits  08/18/2020 to 12/08/2020  Modified 08/13/2020

Meeting Times

Use this link to join the meeting: https://lamar.adobeconnect.com/flamezaddictions/

Day/Time:

Module 1: 8/25/20 5-6pm
Module 2: 9/15/20 5-6pm CST
Module 3: October 6th 12-1pm
Module 4: October 27th 12-1pm
Module 5: November 17th from 12-1pm

Contact Information

Brande' Flamez, Ph.D., LPC, NCC
email:bflamez@lamar.edu

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

- 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.

Outcomes

*Note: Listing of CACREP standards does not imply accreditation status. These standards are listed to demonstrate curriculum alignment only.

<table>
<thead>
<tr>
<th>At the completion of this course, students will be able to:</th>
<th>*CACREP Common Core Curricular Areas</th>
<th>*CACREP Clinical Mental Health Counseling Domains</th>
<th>TAC</th>
<th>Related Assignments</th>
</tr>
</thead>
</table>
|   | Analyze the societal costs of addictions and substance abuse over time. | Sec.II G.3.g | A8 | • Discussion 1  
• Application Assignments 1  
• Final Assignment |
|---|---|---|---|---|
| 2 | Demonstrate an understanding of the history of substance abuse and addictions counseling, including development of associated legislation and laws. | Sec.II G.3.g | C4 | • Discussion 1  
• Application Assignment 1  
• Final Assignment |
| 3 | Define and understand the terminology commonly associated with chemical dependency. | Sec.II G.3.g | C4 | • Discussion 2  
• Application Assignment 2  
• Final Assignment |
| 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. | Sec.II G.3.g | C7, G3 | • Discussion 2  
• Application Assignment 2  
• Final Assignment |
| 5 | Analyze and discuss the major medical issues and diseases that are either caused by or exacerbated by substance addiction | Sec.II G.3.g | C4, C6, K3, H3 | • Discussion 5  
• Final Assignment |
| 6 | Describe the genetic, biological, environmental, social, psychological, and philosophical influences of addiction. | Sec.II G.3.g | | • Discussion 2&3  
• Application Assignment 2&3  
• Final Assignment |
<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th>Section</th>
<th>Pages</th>
<th>Assignments</th>
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</thead>
</table>
| 7 | Evaluate the main differences between the various models of addiction counseling. | Sec.II G.3.g | C4, D8 | · 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 | 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 | 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 | A2, B1, G4, D8 | · Discussion 3  
· Application  
· Assignment 3  
· Final Assignment |
| 11 | Understand the procedures and process for assessment and diagnosis of substance disorders. | Sec.II G.3.g  
G.7 | C6, G4, D8, H3, H4 | · 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 | H4, D8 | · Discussion 4  
· Application  
· Assignment 4  
· Final Assignment |
<p>| | | | | |</p>
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<tbody>
<tr>
<td>13</td>
<td>Understand special needs and treatment recommendations for individuals with dual diagnoses and/or polysubstance abuse.</td>
<td>Sec.II G.3.g</td>
<td>C5, C6, D8, H4</td>
<td>Discussion 5, Final Assignment</td>
</tr>
<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>D8, H4</td>
<td>Discussion 5, Final Assignment</td>
</tr>
<tr>
<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>C8</td>
<td>b.1.19, c.2.4, c.2.5, e.4.1, e.4.5, e.4.7</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.g</td>
<td>A5, D8</td>
<td>Final Assignment</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 G.3.g</td>
<td>C1-6, H3</td>
<td>b.1.6, b.1.7, b.1.10, b.1.16, e.4.1, e.4.2, e.4.3</td>
</tr>
</tbody>
</table>
18. Understand the ethnic and cultural differences that can impact the etiology, diagnosis, treatment, and prognosis of addiction.

- Sec.II G.1 G.3.g
- C1-6, D8, H3
- Discussion 4 & 5
- Final Assignment

19. Analyze the strategies used in prevention efforts at the group, individual, and community levels.

- Sec.II G.3.g
- C1, D8
- b.1.14, e.4.5, f.5.3, f.5.7, g.6.2
- Discussion 1
- Application
- Assignment 1
- Final Assignment

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### Course Materials

**Required text:**


**Recommended Materials:**


Also recommended, but not required, is the online version of a textbook that is required for CNDV 5350. It is recommended you go ahead and purchase or rent *Revel* from Pearson, using your Pearson account or bookstore account. Students can also use the 11th edition which is cheaper.

*Revel is technology-based and includes a textbook, videos, power point presentations, and more. This text is required for all students taking CNDV 5350. This is an outstanding source of video, images, content, and information for mental health students.*

- Revel includes the textbook and all the incredible media to go with it. This is a one stop shop for $79 a semester for both 5350 and the 5326 addiction, so the money is worth it when using the book and Revel for more than one course.

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in Blackboard.

*Lamar University* will bill you at the discounted price as a course charge for this course.

It is NOT recommended that you Opt-Out, as these materials, are required to complete the course. You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price, and access to your materials may be suspended. The last day to Opt-Out of the program is 5 days after the start date of class.
For more information and FAQ, go to https://customercare.bncollege.com

Student Tutorial Videos

Accessing Your eTextbook: https://vimeo.com/304670997

Opting Out of First Day for your eTextbook: https://vimeo.com/304672046

Opting Out of First Day for your courseware: https://vimeo.com/304671488

Other Features on the Course Materials page: https://vimeo.com/304673277

Customer Care Contact Information

Customer Care is available 24/7 to help students with questions about accessing their course material, using their eTextbook, or opting-out or in to the First Day program. Be sure to share the below information with your students

Link to Customer Care website: https://customercare.bncollege.com

FAQs and Tutorial Videos for the First Day Program: http://tinyurl.com/firstdayfaq

Open a ticket Online for the Customer Care team: http://tinyurl.com/customercarerequest

Email the Customer Care team: bookstorecustomercare@bncollege.com

Call the Customer Care team: 1-844-9-EBOOKS (1-844-932-6657)

Questions? Contact your Bookstore Manager, Bill Schaub at SM250@bncollege.com

Course Policies

Assignments will receive a 10% grade reduction for each day they are overdue. Discussion board posts, the Final Exam, and the Final Course Project will not be accepted past the due date. The Final Exam and the Final Course Project will receive an automatic 0 if not completed

Accreditation Standards

*Note: Listing of CACREP standards does not imply accreditation status. These standards are listed to demonstrate curriculum alignment only.

Evaluation

Grading Policy and Evaluation

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>900 - 1000</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
</tr>
<tr>
<td>F</td>
<td>699 and under</td>
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GRADING OF ASSIGNMENTS AND ASSESSMENTS

It is very important for students to keep up with the assigned readings, lectures, and course activities. All assignments, including weekly discussions, must adhere to professional standards relating to counseling. All references and citations must adhere to the
American Psychological Association’ Publication Manual, 7th ed (2019) style and format, the recognized style of writing in the counseling profession.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>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>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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**EVALUATION CRITERIA:**

Your submitted work and participation will be evaluated according to its quality, content, and consistency with reasonable standards for graduate-level professionals. While there is some subjectivity involved, your instructor does not evaluate your work on how they feel about you as a person or how you compare with others in the class. That being said, if your work does not earn a grade that you feel satisfied with, it does not mean your instructor does not like you or has failed to acknowledge your effort. Graduate-level academic work is demanding—of time, energy, resources, and more. That is a given. You retain the autonomy to do with these demands what you will. Below you will find some general guidelines so that you can make an informed decision about the grade you would like to pursue in this class.

**A** Webinar attendance (or viewing the webinar), participation, and quality of submitted work is **consistently above average** and on time. Written submissions have very few grammatical and formatting errors and demonstrate depth of critical thought and personal reflection. Presentations are worthy of professional dissemination, are research/literature based, are engaging using multiple instructional styles/aids, and encourage further learning.

**B** Webinar attendance (or viewing the webinar) and participation is consistent. Submitted work is of **moderately high quality**, submitted on time. Written submissions have few errors and demonstrate the student having absorbed/synthesized existing conceptual ideas. Presentations demonstrate thorough discussion of the topic and synthesis of existing knowledge using well-prepared materials and including citations.

**C** Webinar attendance (or viewing the webinar) and participation is **average**. Submitted work meets the **minimum expectations** as assigned and is submitted on time. Written submissions likely require some revisions and demonstrate adequate digestion of existing knowledge/theory. Presentations serve to reinforce knowledge of existing and readily available information using...
A student may request a grade of Incomplete only when unforeseen and extraordinary circumstances prevent the student from completing academic work by semester’s end. In order to be eligible for an incomplete, students must complete 80% of the coursework prior to making the request.

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 from 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](https://blackboardsupport.lamar.edu).

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. Lamar University uses Proctorio for online proctoring. For additional information about online proctoring click [here](https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

**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](https://students.lamar.edu/academic-support/code-of-conduct.html). More comprehensive student code of conduct can be found at [https://students.lamar.edu/academic-support/code-of-conduct.html](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.

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.

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard) even if the course meets on campus.

COVID-19 Requirements

The Lamar community is beginning this semester during a health crisis, which is unprecedented for a university and which has erupted on a massive scale. President Evans has outlined and required the following personal mitigation steps.

• Adhering to social distancing protocols (6 feet)
• Following enhanced personal hygiene practices, including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available
• Self-screening for any signs or symptoms of COVID-19 before coming to campus (or leaving dorm room if a campus resident) and seeking medical care if feeling ill
• Wearing masks or other face coverings inside all buildings at all times except when alone in an office or dorm room

Students taking this class are required to wear masks or face coverings in the classroom at all times. Faculty and students share the same goals during this health crisis; we want success in this course, and we want the campus to remain open. Members of the Lamar community share significant and unrelenting responsibilities. As members of the larger world community, we have not only the opportunity but the duty to develop and to exhibit a sense of social responsibility. Masks protect those people around you, and everyone has to wear a mask for this measure to benefit all of us. During this Coronavirus pandemic, wearing a mask is a sign of mutual respect. The journal Proceedings of the National Academy of Sciences suggests that “among all strategies for reducing transmission, wearing face masks may be the central variable that determines the spread of the virus.”

We are responsible for each other. Each of us has to protect the Lamar family and to remember that we have especially vulnerable populations among us; for example, some students have chronic illnesses or disabilities, some students have children, some students are older, and some faculty are older. Our individual choices are of the utmost importance. The university has confidence that all students will recognize their part in maintaining a safe environment for the campus community and that students will make the best choices while on and off-campus. In large part, your behavior will determine if the campus remains
open for the entire semester. Also, an outbreak on the campus would affect not only our campus but the regional communities. Universities have an ethical responsibility to lead and to model good behavior. You, the students, are the heart of the university. Everyone has to participate because an outbreak becomes everyone’s problem.

Students who exhibit any of the symptoms of COVID-19 have a civic responsibility not to expose others to the virus. If a student has symptoms like a fever or a cough, the student should seek medical help and not attend class. As President Evans has stated, “In the spirit of caring for one another and ensuring the health of each other, it is important that we accept a role of responsibility.”

Any student who has a medical condition or a disability that would prohibit the student from wearing a mask should provide documentation to the Lamar Disabilities Resource Center.

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**Course Subject Outline**

**SYLLABUS SUBJECT TO CHANGE:**

While information and assurances are provided in this course syllabus and schedule, it should be understood that the instructor reserves the right to make at any time. Note, the course outline should be viewed as a blueprint and may be adjusted as the course progresses. Should changes be necessary, students will be informed of any changes in course activities and/or due dates accordingly.

The CNDV 5326: Addictions in Counseling course will begin on Monday, July 13 and end Monday, August 16, 2020.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 (7/13 – 7/18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational Principles of Substance Abuse</td>
<td>Readings: Stevens &amp; Smith Chapters 1, 2, &amp; 13</td>
<td>Module 1 Journal Article Critique: Submit by 11:59 pm Day 7 of Module 1.</td>
</tr>
<tr>
<td></td>
<td>Journal Article for Critique</td>
<td>Discussion 1: Submit initial post by Day 4 of Module 1 and all responses by Day 6. Go to Module 1 for Discussion prompt.</td>
</tr>
<tr>
<td></td>
<td>Lecture: View and read lectures/videos</td>
<td>Assignment 1: Submit by 11:59 pm Day 6 of Module 1. Go to Module 1 for Assignment template and instructions.</td>
</tr>
<tr>
<td></td>
<td>*Also read supplemental articles in the &quot;Resource” section and view other supplemental resources provided in the resource section.</td>
<td>Work on Final Project. Due Module 5.</td>
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<tr>
<td>Module 2 (7/19 – 7/26)</td>
<td></td>
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<tr>
<td>Module 3 (7/27 – 8/2)</td>
<td>Module 4 (8/3 – 8/9)</td>
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<tr>
<td><strong>Physiology, Psychopharmacology, &amp; Etiology; Behavioral Addictions</strong></td>
<td><strong>Group Counseling, Systems Issues, and Relapse Prevention</strong></td>
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<tr>
<td>Readings: Stevens &amp; Smith Chapters 3, 4, &amp; 14</td>
<td>Readings: Stevens and Smith Chapters 8, 9, &amp; 10</td>
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<tr>
<td>Journal Article for Critique</td>
<td>Journal Article for Critique</td>
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<tr>
<td>Lecture: View and read lectures/videos</td>
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<td><em>Also read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section.</em></td>
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<tr>
<td>Discussion 2: Submit initial post by Day 4, and all responses by Day 6, Module 2.</td>
<td>Discussion 4: Submit initial post by Day 4, and all responses by Day 6, Module 4.</td>
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<tr>
<td>Work on Final Project and prepare the Final Project Midterm Progress Report that is due on Day 5, Module 3. The completed Final Project is due Module 5.</td>
<td>Module 4 Work on Final Project. Due Mod. 5.</td>
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<td>Cultural Issues and Issues Related to Special Populations</td>
<td>Readings: Stevens &amp; Smith Chapters 11 &amp; 12</td>
<td>Discussion 5: Submit initial post by Day 4, and all responses by Day 6, Module 5.</td>
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<td>No Journal Article Critique</td>
<td>Final Assignment: Submit by 11:59 pm Day 7, Module 5.</td>
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<td>Lecture: View and read lectures/videos</td>
<td>Complete Course Evaluation by 11:59 pm Day 5, Module 5.</td>
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<td>*Read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section.</td>
<td>Final Exam: Submit by 11:59 pm Day 7, Module 5.</td>
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