Addiction Counseling
CNDV-5326

Summer 2021  Section C02  3 Credits  06/01/2021 to 08/09/2021  Modified 06/06/2021

Meeting Times

Online

Contact Information

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Substance Abuse/Addictions Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>CNDV 5326</td>
</tr>
<tr>
<td>Course Section</td>
<td>C01, C02, C03</td>
</tr>
<tr>
<td>Department</td>
<td>Counseling</td>
</tr>
<tr>
<td>Professor</td>
<td>Dr. Belinda Lopez</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesdays, 4:30-6pm</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>LU Email: <a href="mailto:Belinda.Lopez@lamar.edu">Belinda.Lopez@lamar.edu</a></td>
</tr>
</tbody>
</table>

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

Learning Outcomes and Objectives

At the completion of this course, students will be able to:

- Analyze the societal costs of addictions and substance abuse over time.
- Demonstrate an understanding of the history of substance abuse and addictions counseling, including development of associated legislation and laws.
<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and understand the terminology commonly associated with chemical dependency.</td>
</tr>
<tr>
<td>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>
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<td>Analyze and discuss the major medical issues and diseases that are either caused by or exacerbated by substance addiction.</td>
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<td>Describe the genetic, biological, environmental, social, psychological, and philosophical influences of addiction.</td>
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<td>Evaluate the main differences between the various models of addiction counseling.</td>
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<td>Evaluate the etiological differences between subgroups that impact the development and maintenance of substance abuse disorders.</td>
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<td>Analyze and apply the diagnostic criterion and distinguishing features between substance dependence and abuse.</td>
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<tr>
<td>Analyze and discuss ethical issues inherent in substance abuse counseling.</td>
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<td>Understand the procedures and process for assessment and diagnosis of substance disorders.</td>
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<td>Describe the various dynamics of relapse and prevention and be able to structure a treatment plan that incorporates these concepts.</td>
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<td>Understand special needs and recommendations for individuals with dual diagnoses and/or polysubstance abuse.</td>
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<td>Analyze and apply the main techniques, strategies, or approaches of common treatment options for substance addiction.</td>
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<tr>
<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>
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<tr>
<td>Evaluate the different types of relapse prevention models/programs along with their associated pros and cons.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Understand the ethnic and cultural differences that can impact the etiology, diagnosis, treatment, and prognosis of addiction.</td>
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<tr>
<td>Analyze the strategies used in prevention efforts at the group, individual, and community levels.</td>
</tr>
</tbody>
</table>
Learning Outcomes

At the completion of this course, students will be able to:

- Analyze the societal costs of addictions and substance abuse over time.
- Demonstrate an understanding of the history of substance abuse and addictions counseling, including development of associated legislation and laws.
- Define and understand the terminology commonly associated with chemical dependency.
- Describe the major effects of depressants, stimulants, cannabinoids, hallucinogens, opioids, and inhalants on the human brain and biological and physiological processes of the body.
- Analyze and discuss the major medical issues and diseases that are either caused by or exacerbated by substance addiction.
- Describe the genetic, biological, environmental, social, psychological, and philosophical influences of addiction.
- Evaluate the main differences between the various models of addiction counseling.
- Evaluate the etiological differences between subgroups that impact the development and maintenance of substance abuse disorders.
- Analyze and apply the diagnostic criterion and distinguishing features between substance dependence and abuse.
- Analyze and discuss ethical issues inherent in substance abuse counseling.
- Understand the procedures and process for assessment and diagnosis of substance disorders.
- Describe the various dynamics of relapse and prevention and be able to structure a treatment plan that incorporates these concepts.
- Understand special needs and recommendations for individuals with dual diagnoses and/or polysubstance abuse.
- Analyze and apply the main techniques, strategies, or approaches of common treatment options for substance addiction.
- 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.
- Evaluate the different types of relapse prevention models/programs along with their associated pros and cons.
- 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.
Understand the ethnic and cultural differences that can impact the etiology, diagnosis, treatment, and prognosis of addiction.

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

Course Materials

REQUIRED TEXTBOOK


RECOMMENDED TEXTBOOK AND MATERIALS


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.

Course Policies

Participation Requirements

Participation throughout the week is a necessity for success in this class. Though you are not required to attend webinars, watching them will assist you in the course. Students are required to be active participants in the course for a minimum of 4 out of 7 days. *Students should be aware meeting minimum requirements does not allow for maximum points or learning opportunities. Ask yourself this question, are you okay with your medical doctor completing just the minimum training requirements?* Students should check their Lamar email, announcements, and log onto blackboard several times per week. Students should expect to devote anywhere from 8 to 12 hours per week to this course.

Discussion Boards

Students are expected to participate in Threaded Discussion board topics (See Grading Polices below.)

ONLINE WEB CONFERENCES

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences utilizing Zoom link have been scheduled for Tuesday evenings from 7:15pm-8:15pm Central Standard Time). I will embed the link to these Web Conferences in the course so you will have access. I will record each Web Conference so that students who are unable to participate in real time can access, review and respond to our group discussions. Additional web conferences may be scheduled at the instructors discretion (if needed); if/when additional web conferences are scheduled or times/day of existing conferences change, students will be notified accordingly.

Extensions

If applicable, add information for how, when, where etc.:
Extensions will only be allowed with a valid excuse (i.e. doctor’s note). Please talk to your instructor PRIOR to the due date. If there is an event you knew about and did not discuss it with the instructor beforehand, there is no guarantee work will be accepted without a penalty. Extensions or late discussion board posts will not be accepted.

Minimum Technology Requirements

Students are required to have basic computer skills in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software in order to submit written assignments.

The minimum technical skills and the system requirements for this course:

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

Accreditation Standards

<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>TAC</th>
<th>Related Assignments</th>
</tr>
</thead>
</table>
| 1                 | Analyze the societal costs of addictions and substance abuse over time. | Sec.II G.3.g | A1 | 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 | A1 | C4 | • Discussion 1  
|                   |                                     |                                     |                                               |    | • Application Assignment 1  
|                   |                                     |                                     |                                               |    | • Final Assignment |
| 3                 | Define and understand the terminology commonly associated with chemical dependency. | Sec.II G.3.g | A3 | C4 | • Discussion 2  
|                   |                                     |                                     |                                               |    | • Application Assignment 2  
|                   |                                     |                                     |                                               |    | • Final Assignment |
|   | **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** | **A6** | **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** | **A6** | **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** | **A6** | | • Discussion 2&3  
• Application  
Assignment 2&3  
• Final Assignment |
| 7 | **Evaluate the main differences between the various models of addiction counseling.** | **Sec.II G.3.g** | **A5** | **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** | **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 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** | **G1-4** | **A2, B1, G4, D8** | • Discussion 3  
• Application  
Assignment 3  
• Final Assignment |
|   | Understand the procedures and process for assessment and diagnosis of substance disorders. | Sec.II G.3.g G.7 G1&2 | 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 C2 | H4, D8 | • Discussion 4  
  
  • Application  
  
  Assignment 4  
  
  • Final Assignment |
| 13 | Understand special needs and recommendations for individuals with dual diagnoses and/or polysubstance abuse. | Sec.II G.3.g K2 | C5, C6, D8, H4 | • Discussion 5  
  
  • Final Assignment |
| 14 | Analyze and apply the main techniques, strategies, or approaches of common treatment options for substance addiction. | Sec.II G.3.g B, D3, H1 | D8, H4 | • Discussion 5  
  
  • Final Assignment |
| 15 | 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. | Sec.II G.3.g C4 | C8 b.1.19, c.2.4, c.2.5, e.4.1, e.4.5, e.4.7 | • Discussion 4  
  
  • Application  
  
  Assignment 4  
  
  • Final Assignment |
| 16 | Evaluate the different types of relapse prevention models/programs along with their associated pros and cons. | Sec.II G.3.g A5, C2 | A5, D8 | • Final Assignment |
| 17 | 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. | Sec.II G.2 G.3.g E | C1-6, H3 b.1.6, b.1.7, b.1.10, b.1.16, e.4.1, e.4.2, e.4.3 | • Discussion 5  
  
  • Final Assignment |
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 E 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 A8 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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**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (Modules 1-4)</td>
<td>60 points for each of four modules</td>
<td>240</td>
</tr>
<tr>
<td>Application Assignments (Modules 1-3)</td>
<td>100 points for each of three modules</td>
<td>300</td>
</tr>
<tr>
<td>Journal Article Critiques (Modules 1 and 3)</td>
<td>100/60 points for each</td>
<td>160</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>100</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>200 total points. Due in Module 4</td>
<td>200</td>
</tr>
</tbody>
</table>

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

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**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 https://www.lamar.edu/students/#acad-supp.

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.

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-10-of-14).
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.

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.

Course Subject Outline

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1</td>
<td>Readings:</td>
<td>Stevens &amp; Smith Chapters 1, 2, &amp; 13</td>
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<tr>
<td></td>
<td>Journal Article for Critique</td>
<td></td>
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<td></td>
<td>Lecture:</td>
<td>View and read lectures/videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Also read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section.</td>
</tr>
<tr>
<td></td>
<td>Module 1 Journal Article Critique: Submit by 11:59 pm Day 7 of Week 1.</td>
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</tr>
<tr>
<td></td>
<td>Discussion 1: Submit initial post by Day 4 of Week 2 and all responses by Day 6 of Week 2. Go to Module 1 for Discussion prompt.</td>
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<tr>
<td></td>
<td>Assignment 1: Submit by 11:59 pm Day 6 of Week 3, Module 1. Go to Module 1 for Assignment template and instructions.</td>
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<td></td>
<td>Work on Final Project. Due Week 10, Module 4.</td>
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<table>
<thead>
<tr>
<th>Module 2</th>
<th>Readings:</th>
<th>Stevens &amp; Smith Chapters 3, 4, &amp; 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture:</td>
<td>View and read lectures/videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Also read supplemental articles in the &quot;Resource&quot; section and view other supplemental resources provided in the resource section the student companion website.</td>
</tr>
<tr>
<td></td>
<td>Discussion 2: Submit initial post by Day 4, Week 5, and all responses by Day 6, Week 5, Module 2.</td>
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<td>Assignment 2: Submit by 11:59 pm Day 7, Week 6, Module 2.</td>
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<td></td>
<td>Work on Final Project and prepare the Final Project Midterm Progress Report that is due on Day 5, Week 7, Module 3. The completed Final Project is due Week. 10, Module 4.</td>
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</table>

<p>| Module 3 | Readings: | |
|----------|-----------| |
|          | Lecture: | |
|          |          | |
|          |          | |
|          |          | |</p>
<table>
<thead>
<tr>
<th>Assessment, Diagnosis &amp; Treatment</th>
<th>Readings:</th>
<th>Module 3 Journal Article Critique: Submit by 11:59 pm Day 7, Week 7, Module 3.</th>
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<tbody>
<tr>
<td></td>
<td>Stevens &amp; Smith Chapters 5, 6, &amp; 7</td>
<td>Discussion 3: Submit initial post by Day 4, and all responses by Day 6, Week 8, Module 3.</td>
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<tr>
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<td>Journal Article for Critique</td>
<td>Assignment 3: Submit by 11:59 pm Day 7, Week 9, Module 3.</td>
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<tr>
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<td>Lecture: View and read lectures/videos</td>
<td>Continue work on Final Project. Due Week 10, Module 4.</td>
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<table>
<thead>
<tr>
<th>Module 4</th>
<th>Readings:</th>
<th>Discussion 4: Submit initial post by Day 4, Week 10, and all responses by Day 6,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Counseling, Systems Issues, Relapse, Prevention, Cultural Issues</td>
<td>Stevens and Smith Chapters 8, 9, 10, 11, 12</td>
<td>Final Assignment: Submit by 11:59 pm Day 7, Week 10, Module 4. Upload to Blackboard.</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 4.</td>
</tr>
<tr>
<td></td>
<td>*Also read supplemental articles in the 'Resource' section and view other supplemental resources provided in the resource section.</td>
<td>Complete Course Evaluation by 11:59 pm Day 7, Week 10, Module 4.</td>
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</tbody>
</table>