# SYLLABUS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Substance Abuse Counseling</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>CNDV 5324. Duration:</th>
<th>June 1-8/9/2021</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Section</th>
<th>2021_Summer CNDV_5324-5326. All Sections</th>
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<tr>
<th>Department</th>
<th>Counseling</th>
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<table>
<thead>
<tr>
<th>Professor</th>
<th>M. K. Hamza, Ph. D., L. P., MSM, MCSPham</th>
</tr>
</thead>
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<tr>
<th>Office Hours/Link</th>
<th>TBA/by appointment/ BB Email/Lamar Email/Mondays-Fridays BAP.</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Contact Information:</th>
<th>LU email: <a href="mailto:hamzamk@lamar.edu">hamzamk@lamar.edu</a>. Leave a detailed message of the following: speak slowly, your name, contact information, reason for the call, nature of the issues on hand/question to set a time for meeting as needed.</th>
</tr>
</thead>
</table>

**Educators' Code of Ethics Link:**

**Texas Administrative Code**

<table>
<thead>
<tr>
<th>TITLE 19</th>
<th>EDUCATION</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PART 7</th>
<th>STATE BOARD FOR EDUCATOR CERTIFICATION</th>
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<table>
<thead>
<tr>
<th>CHAPTER 247</th>
<th>EDUCATORS' CODE OF ETHICS</th>
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</table>
RULE §247.2  
Code of Ethics and Standard Practices for Texas Educators  

Please visit and review Educator’s Code of Ethics.

Contact Information

SYLLABUS

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Educators’ Code of Ethics Link:

Texas Administrative Code
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.

Outcomes

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.

Course Materials

BIBLIOGRAPHY

This part of the syllabus will also include other readings and references that will be posted online.

- Also recommended, but not required, is the online version of a textbook that is required for CNDV 5350 but not for this course. It is recommended you use or rent or purchase Revel from Pearson, using your Pearson account or bookstore account. Revel. To be purchased/rented from Pearson. Revel for physiology of behavior by Carlson, Neil R. (2016). Physiology of behavior (12th). Boston: Pearson. Revel is technology-based and includes a textbook, videos, power point presentations, and more. This e-text is required for all CMHC students taking 5350. This is an outstanding source of video, images, content, and information for mental health students. Students may use the 11th edition which is published free, just look for a free download. 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.

- REQUIRED TEXTBOOK


Required Readings- will be uploaded under Bibliography and posted online.
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 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: customercare.bncollege.com

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

Open a ticket Online for the Customer Care team: https://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
SM250@bncollege.com

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. You must have good net and computer communications. It is your responsibility. Even though this is a Blackboard only course, it is expected that this course will include interaction between the instructor and the students, between the students and the content, and students and students, and students and their IAs. This includes discussion postings and responses, webinars, and emails.

COURSE STRUCTURE

This course is presented in an intensive five-module format. Each module has three 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 14 of Module 5. There is a comprehensive Final Exam that will be taken in Week 15 of Module 5. It is important to review the syllabus. All course materials and due dates at the onset of the course. You must realize and be ready for an intense 5-week session with due dates and time limits. So, manage your time and assignments very carefully and efficiently.
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. First week there may be no webinars so you settle as you navigate the course and get to kow your ways around. It is my intention to lessen your stress. So, help me simplify things for you. Attendance at the Webinar is not mandatory but recommended. The Webinar will be recorded each module and sent to all students. The link will be posted within the course. Prior to asking the same answered questions, make sure you have studied the syllabus and reviewed webinars, content, and other information carefully.

INSTRUCTIONAL ASSOCIATES

Each course section is led by a professor and an instructional associate (IA). You will receive a welcome e-mail from your Instructional Associate (IA) which includes contact information. Please contact your IA with any questions related to the course process. The IA/coach serves a very important role for you and for us. We have found them to be "coaches and "encouragers" to students. In the subject line, put your name, IA's name, and section when sending an email. Questions related to course content should be directed to your professor for resolution. Be sure to copy the IA on any emails sent to the professor about assignments or grades. Often students have the same question. When this is the case, we collect the questions and post a general response in the announcements or on the course discussion board. However, if your issue is not resolved, contact the course instructor directly.

RESPONSE TIMES

The course instructor will respond to student emails within 24-72 hours. If no response is received, then email your professor and IA together. We received hundreds of emails a day. Please be focused, courteous, and professional in your communications.

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;

CLASSROOM MANAGEMENT POLICIES

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: http://www.lamar.edu/about-lu/administration/risk-management/index.html. Following are procedures for the first two:
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 lowest 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 (CADD):

! CALL - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University 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.

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 honestly 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.

DROP

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. It is your responsibility to know when and where to drop. If you miss the due date, you will not be granted a permission by the professor to drop after the due date. If at any point, the student decides not to participate in this course or miss a drop due date, 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. Please manage this process accordingly and do not miss due dates.

COURSE EVALUATION

At the conclusion of this course, you will be asked to complete the evaluation survey regarding: (a) the presentation of coursework, (b) the content of coursework, and (c) the delivery of the coursework. This is sent to your Lamar email account from Lamar University. Please check your Lamar email often.

SYLLABUS SUBJECT TO CHANGE

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences of syllabus changes.

COURSE REQUIREMENTS AND ASSIGNMENTS (All course assignments must be submitted in APA format using APA style writing)

It is very important that you keep up with the assigned readings, lectures, and activities. All assignments, including weekly discussions must adhere to the American Psychological Association (APA) style 7th edition guidelines (APA, 2020).

COURSE STRUCTURE

CNDV 5324 is structured in five modules, each of which contains one week of readings and assignments. Modules 1-4 each have an Application Assignment, a Discussion Board assignment, and an Article Critique assignment. Module 5 is slightly different in that it contains a Discussion Board assignment, a Final Project assignment, and a comprehensive Final Exam, each of which is due in the
same week in Module 5.

APPLICATION ASSIGNMENTS (200 Points)

For each of the modules, you will submit assignments where you will demonstrate your understanding of the concepts learned. Detailed instructions, along with the scoring guide to be used in assessing the assignments are included in the Assignment section of each module. You may use the articles recommended or select a similar article from the Lamar Library. Each of the first four modules (50 points for each of Modules 1-4), you will submit an assignment where you will demonstrate your understanding of the concepts learned. Some assignments will demonstrate your mastery while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.

ARTICLE CRITIQUES (200 points)

In each of Modules 1-4 you will submit a 3- or more page critique of the assigned article using related reading and materials in support of your critique.

The Critique must include all five criteria:

1. Introduction and summary of the article
2. Major strengths in the article.
3. Major weaknesses or gaps in the article
4. Two areas to consider in the practice of substance abuse counseling
5. Personal reflection and conclusion
6. Follow the highest level of graduate work and performance.

The critique must also use APA formatting, as portrayed in the Article Critique Template, and employ APA writing rules and professional level required at the graduate level.

DISCUSSIONS (100 points)

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course. Each discussion is worth 20 points.

Requirements: You are expected to participate at least 3 separate days a week in the weekly discussion area. Discussion topics/questions are provided in the Discussion Board area. In addition, you are expected to respond to three of your fellow students’ postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week’s readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position. Each Discussion Board assignment has at least one discussion question. The discussion questions require an original response (which includes at least one APA reference) and responses to at least 3 other students’ postings on separate days.

Initial postings for the discussion board are due by Day 4 in the week due, and responses are due by Day 6. It is important to adhere to the assigned time frame to allow others ample time to respond to your posting. You may post peer responses before your main post. Responding to an Instructor’s post may count for one peer response. Discussions will be graded according to the Discussion Posting and Response Rubric. Due to the nature of these assignments, late discussion posts are not allowed.


FINAL EXAM (400 Points)
For this course, you will have a comprehensive exam covering all course content. Comprehensive exam and covers all content and chapters.

**FINAL ASSIGNMENT (100 points)**

For the final assignment, you will write a nine-ten (9-10) page research paper that demonstrates your understanding of and ability to articulate the substance abuse counseling and recovery process. This is your key assessment. You will submit a Final Assignment Midterm Progress Report in Module 3. It will be submitted into the Final Project portal in Week 5.

**GRADING PROCESS**

<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>20 points for each of five modules</td>
<td>100</td>
<td>10 %</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>400 points</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>100 total points. Due in Module 5</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

**Grading Criteria**

Using a rubric and the following:

The rubric includes the IA judgement as an expert of subject matter/grader of what is an A work, or a C work, for example, is judged to be. He/She will assess each area and judge it to based on its quality, content, style, writing level, and presentation of information. Content has to be strongly related to the course content, quality has to be of graduate level, and presentation of information has to be professionally done at the graduate level. Only those that show a college level of quality will earn a higher grade to reflect their quality, college level work.
Based on quality performance, you will be graded either an A, B, C, D, or F (per % listed in the rubric) and based on the following criteria that the IA will pay close attention to—this is the most important criteria in judging your work, any work, any assignment:

1. **Coherence, Substance & Applicability of presented and written work.** Your work, in general, must be of high quality, sound evidence, good reasons, depth, breadth, and fairness.
2. **Synthesis, logic, and insight.** Your work must present logical flow, insight into the application of theories into practice. Hence, your work must be of high consistency, accuracy, and relevance.
3. **Clarity and professionalism.** Information must be presented in a clear and a professional manner.
4. **Rich content that is based on subject matter (subject matter),** learned information, and thoughtful application of learned theories; references and citations.
5. **Use of APA throughout the research writing.** Writing, referencing, citing, and design of the paper is based on latest use of APA style.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
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</tbody>
</table>
| Foundational Principles of Substance Abuse | Readings:  
Stevens & Smith Chapters 1, 2, & 13  
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 1 Journal Article Critique: Submit by 11:59 pm Day 7 of Week 1.  
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.  
Assignment 1: Submit by 11:59 pm Day 6 of Week 3, Module 1. Go to Module 1 for Assignment template and instructions.  
Work on Final Project. Due Week 14, Module 5. |
| --- | --- | --- |

| Module 2 | Readings:  
Stevens & Smith Chapters 3, 4, & 14  
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 the student companion website. | Journal Article Critique: Submit by 11:59 pm Day 7, Week 4, Module 2.  
Discussion 2: Submit initial post by Day 4, Week 5, and all responses by Day 6, Week 5, Module 2.  
Assignment 2: Submit by 11:59 pm Day 7, Week 6, Module 2.  
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 14, Module 5. |
## Module 3

### Assessment, Diagnosis & Treatment

**Readings:**
Stevens & Smith Chapters 5, 6, & 7

**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 3 Journal Article Critique:** Submit by 11:59 pm Day 7, Week 7, Module 3.

**Final Project Midterm Progress Report:** Submit by 11:59 pm Day 5, Week 7, Module 3 into the Wk 13 portal.

**Discussion 3:** Submit initial post by Day 4, Week 8, and all responses by Day 6, Week 8, Module 3.

**Assignment 3:** Submit by 11:59 pm Day 7, Week 9, Module 3.

Continue work on Final Project. Due Week 14, Module 5.

## Module 4

### Group Counseling, Systems Issues, and Relapse Prevention

**Readings:**
Stevens and Smith Chapters 8, 9, & 10

**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.

**Journal Article Critique:** Submit by 11:59 pm Day 7, Week 10, Module 4.

**Discussion 4:** Submit initial post by Day 4, Week 11, and all responses by Day 6, Week 11, Module 4.

**Assignment 4:** Submit by 11:59 pm Day 7, Week 12, Module 4.

**Module 4 Work on Final Project.** Due Week 14 Mod. 5.

## Module 5
Cultural Issues and Issues Related to Special Populations

Readings:
Stevens & Smith Chapters 11 & 12
No Journal Article Critique

Lecture: View and read lectures/videos

*Read supplemental articles in the "Resource" section and view other supplemental resources provided in the resource section.

Discussion 5: Submit initial post by Day 4, Week 13, and all responses by Day 6, Week 13, Module 5.

Final Assignment: Submit by 11:59 pm Day 7, Week 14, Module 5. Upload to Blackboard.

Complete Course Evaluation by 11:59 pm Day 7, Week 14, Module 5.

Final Exam: Submit by 11:59 pm Day 7, Week 15, Module 5.

COURSE OBJECTIVES  Learning Outcomes and Competencies

<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>
<tbody>
<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>
<td>Application Assignments 1</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Demonstrate an understanding of the history of substance abuse and addictions counseling, including development of associated legislation and laws.</th>
<th>Sec.II G.3.g</th>
<th>A1</th>
<th>C4</th>
<th></th>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td>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></td>
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<tr>
<td>4</td>
<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>
<td>Sec.II G.3.g</td>
<td>A6</td>
<td>C7, G3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>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>C4, C6, K3, H3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Describe the genetic, biological, environmental, social, psychological, and philosophical influences of addiction.</td>
<td>Sec.II G.3.g</td>
<td>A6</td>
<td></td>
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<tr>
<td>7</td>
<td>Evaluate the main differences between the various models of addiction counseling.</td>
<td>Sec.II G.3.g</td>
<td>A5</td>
<td>C4, D8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Evaluate the etiological differences between subgroups that impact the development and maintenance of substance abuse disorders</td>
<td>Sec.II G.3.g</td>
<td>E1 &amp; E2</td>
<td>G4, H3, L3</td>
<td></td>
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</tbody>
</table>
| 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 | G1-4 | 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 | 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 treatment 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.

<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>20 points for each of five modules</td>
<td>100</td>
<td>10 %</td>
</tr>
</tbody>
</table>

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.

18. Understand the ethnic and cultural differences that can impact the etiology, diagnosis, treatment, and prognosis of addiction.

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

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

---

**Accreditation Standards**

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

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**Evaluation**

**GRADING PROCESS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board (Modules 1-5)</td>
<td>20 points for each of five modules</td>
<td>100</td>
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</tr>
<tr>
<td>Assignment</td>
<td>Points per Module</td>
<td>Total Points</td>
<td>Percentage</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Application Assignments (Modules 1-4)</td>
<td>50</td>
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<td>20%</td>
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<tr>
<td>Journal Article Critiques (Modules 1-4)</td>
<td>50</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>400</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>100 total</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

Grading Criteria

Using a rubric and the following:

The rubric includes the IA judgement as an expert of subject matter/grader of what is an A work, or a C work, for example, is judged to be. He/She will assess each area and judge it to based on its quality, content, style, writing level, and presentation of information. Content has to be strongly related to the course content, quality has to be of graduate level, and presentation of information has to be professionally done at the graduate level. Only those that show a college level of quality will earn a higher grade to reflect their quality, college level work.

Based on quality performance, you will be graded either an A, B, C, D, or F (per % listed in the rubric) and based on the following criteria that the IA will pay close attention to- this is the most important criteria in judging your work, any work, any assignment:

1. Coherence, Substance & Applicability of presented and written work. Your work, in general, must be of high quality, sound evidence, good reasons, depth, breadth, and fairness.
2. Synthesis, logic, and insight. Your work must present logical flow, insight into the application of theories into practice. Hence, your work must be of high consistency, accuracy, and relevance.
3. Clarity and professionalism. Information must be presented in a clear and a professional manner.
4. Rich content that is based on subject matter (subject matter), learned information, and thoughtful application of learned theories; references and citations.
5. Use of APA throughout the research writing. Writing, referencing, citing, and design of the paper is based on latest use of APA style.

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](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](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](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 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. 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. 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.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
</tr>
</thead>
</table>
| Module 1 | **Readings:**  
Stevens & Smith Chapters 1, 2, & 13  
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 1 Journal Article Critique:** Submit by 11:59 pm Day 7 of Week 1.  
**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.  
**Assignment 1:** Submit by 11:59 pm Day 6 of Week 3, Module 1. Go to Module 1 for Assignment template and instructions.  
Work on Final Project. Due Week 14, Module 5. |

**Module 2**
<table>
<thead>
<tr>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment, Diagnosis &amp; Treatment</strong></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Stevens &amp; Smith Chapters 5, 6, &amp; 7</td>
</tr>
</tbody>
</table>

*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 7, Module 3. |

| **Final Project Midterm Progress Report** |
| Submit by 11:59 pm Day 5, Week 7, Module 3 into the Wk 13 portal. |

| **Discussion 3** |
| Submit initial post by Day 4, Week 8, and all responses by Day 6, Week 8, Module 3. |

| **Assignment 3** |
| Submit by 11:59 pm Day 7, Week 9, Module 3. |

| **Continue work on Final Project. Due Week 14, Module 5.** |

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<th>Module 4</th>
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<table>
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<tr>
<th>Module 4</th>
<th>Group Counseling, Systems Issues, and Relapse Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Stevens and Smith Chapters 8, 9, &amp; 10</td>
</tr>
<tr>
<td><strong>Journal Article for Critique:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lecture:</strong></td>
<td>View and read lectures/videos</td>
</tr>
<tr>
<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><strong>Journal Article Critique:</strong></td>
<td>Submit by 11:59 pm Day 7, Week 10, Module 4.</td>
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<tr>
<td><strong>Discussion 4:</strong></td>
<td>Submit initial post by Day 4, Week 11, and all responses by Day 6, Week 11, Module 4.</td>
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<tr>
<td><strong>Assignment 4:</strong></td>
<td>Submit by 11:59 pm Day 7, Week 12, Module 4.</td>
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<tr>
<td><strong>Module 4 Work on Final Project:</strong></td>
<td>Due Week 14 Mod. 5.</td>
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<th>Module 5</th>
<th>Cultural Issues and Issues Related to Special Populations</th>
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<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Stevens &amp; Smith Chapters 11 &amp; 12</td>
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<tr>
<td><strong>No Journal Article Critique</strong></td>
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<tr>
<td><strong>Lecture:</strong></td>
<td>View and read lectures/videos</td>
</tr>
<tr>
<td><em>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><strong>Discussion 5:</strong></td>
<td>Submit initial post by Day 4, Week 13, and all responses by Day 6, Week 13, Module 5.</td>
</tr>
<tr>
<td><strong>Final Assignment:</strong></td>
<td>Submit by 11:59 pm Day 7, Week 14, Module 5. Upload to Blackboard.</td>
</tr>
<tr>
<td><strong>Complete Course Evaluation:</strong></td>
<td>By 11:59 pm Day 7, Week 14, Module 5.</td>
</tr>
<tr>
<td><strong>Final Exam:</strong></td>
<td>Submit by 11:59 pm Day 7, Week 15, Module 5.</td>
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</table>
## COURSE OBJECTIVES  Learning Outcomes and Competencies

<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>
<tbody>
<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></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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<tr>
<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>
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<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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<tr>
<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>
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<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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<tr>
<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></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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<tr>
<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>C4, C6, K3, H3</td>
<td></td>
<td>• Discussion 5</td>
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<td>• Final Assignment</td>
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<tr>
<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>
<td></td>
<td></td>
<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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<tr>
<td>7</td>
<td>Evaluate the main differences between the various models of addiction counseling.</td>
<td>Sec.II G.3.g</td>
<td>A5</td>
<td>C4, D8</td>
<td>Discussion 3, Application Assignment 3, Final Assignment</td>
</tr>
<tr>
<td>8</td>
<td>Evaluate the etiological differences between subgroups that impact the development and maintenance of substance abuse disorders</td>
<td>Sec.II G.3.g</td>
<td>E1 &amp; E2</td>
<td>G4, H3, L3</td>
<td>Discussion 2, Application Assignment 2, Final Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Analyze and apply the diagnostic criterion and distinguishing features between substance dependence and substance abuse.</td>
<td>Sec.II G.3.g G.7</td>
<td>G1-4</td>
<td>C2, C4, C6, G4, H3, H4</td>
<td>Discussion 3, Application Assignment 3, Final Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Analyze and discuss ethical issues inherent in substance abuse counseling</td>
<td>Sec.II G.3.g G.7</td>
<td>G1-4</td>
<td>A2, B1, G4, D8</td>
<td>Discussion 3, Application Assignment 3, Final Assignment</td>
</tr>
<tr>
<td>11</td>
<td>Understand the procedures and process for assessment and diagnosis of substance disorders.</td>
<td>Sec.II G.3.g G.7</td>
<td>G1&amp;2</td>
<td>C6, G4, D8, H3, H4</td>
<td>Discussion 3, Application Assignment 3, Final Assignment</td>
</tr>
<tr>
<td>12</td>
<td>Describe the various dynamics of relapse and prevention and be able to structure a treatment plan that incorporates these concepts.</td>
<td>Sec.II G.3.g</td>
<td>C2</td>
<td>H4, D8</td>
<td>Discussion 4, Application Assignment 4, Final Assignment</td>
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<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>K2</td>
<td>C5, C6, D8, H4</td>
<td>Discussion 5, Final Assignment</td>
</tr>
</tbody>
</table>
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.

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