Addiction Counseling
CNDV-5326

Meeting Times

This virtual, asynchronous course is presented in a 15-week format. Each module comprises 2 weeks and includes assigned readings, course videos, discussions with colleagues, and assignments that provide opportunities for students to apply the concepts covered each week. Prior to the first day of class, students must review the syllabus and Blackboard course thoroughly.

To enhance student-to-student and instructor-to-student interaction, the professor will host a live webinar with students utilizing Collaborate bi-weekly during the 15-week term. Students are encouraged, but not required, to attend the bi-weekly webinars, which will take place at 7:00 pm "Texas Time" on the following dates:

- **Module 1**: Week 1 - Monday, August 21 at 7:00 pm
- **Module 2**: Week 3 - Tuesday, September 5 at 7:00 pm
- **Module 3**: Week 5 - Monday, September 18 at 7:00 pm
- **Module 4**: Week 7 - Monday, October 2 at 7:00 pm
- **Module 5**: Week 9 - Monday, October 16 at 7:00 pm
- **Module 6**: Week 11 - Monday, October 30 at 7:00 pm
- **Module 7**: Week 13 - Monday, November 13 at 7:00 pm
- **Module 8**: Week 15 - Monday, November 27 at 7:00 pm

Contact Information

Main Campus · College of Education and Human Development · Counseling

Fall 2023 · Section M01 · 3 Credits · 08/17/2023 to 12/07/2023 · Modified 09/02/2023
Contact Information

ELECTRONIC COMMUNICATIONS

Communications should occur within the bi-weekly webinars unless they are of a critical nature. For critical incidences, students are required to contact the instructor via email or phone within 24 hours of the incident and will receive a response within 48 business hours. (Business hours are 8:00 am to 5:00 pm Monday-Friday. Forty-eight business hours span 6 full workdays.) The course instructor does not respond to student emails after work hours on Friday, during weekends, or before work hours on Monday of each week.

Important Definitions:

Critical (Adj.): Of the nature of a crisis; grave.

Crisis (N.): A dramatic emotional or circumstantial upheaval in a person's life.

Examples of crises: (a) your close loved one has passed away, (b) you personally experience a serious illness that requires hospitalization, (c) you are unable to cope with life and are experiencing suicidal or homicidal ideation that requires mental health treatment, (d) you personally are experiencing an active episode of psychosis and require mental health treatment, (e) you are giving birth to a newborn child, etc.

Examples of non-crises: (a) you are experiencing difficulties with technology (e.g., internet went down), (b) you have questions about assignments/grading/rubrics, (c) you are on vacation (or are about to leave for vacation) and can't complete an assignment by the due date/time, and the like.

COURSE-RELATED ASSISTANCE

The IA is the first point of contact for students who have assignment-related questions, including (but not limited to) those related to grading, rubrics, and assignment due dates, among others.

If the IA is unable to answer a student's assignment-related question or to resolve a student's assignment-related concern, then the course professor is the second point of contact. For course-related assistance that is not assignment-related, the course professor is students' first point of contact.

If the course professor is unable to assist a student with a course-related question or concern, then the Dept. Chair, Dr. Belinda Lopez, is the student's third and final point of contact. If necessary, Dr. Lopez will consult with the Associate Dean and/or Dean of the College of Education to seek the information necessary to address the students' question or concern.

Instructor of Record: Dr. Steve Lackey

Counseling Office: 409-880-8978

Instructional Associate (IA): Dr. Lisa Ross

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.

Course Objectives

Counselors-in-training will:

1. Understand theories/models of addiction, as well as the history and development of addictions counseling (CLO1).
2. Recognize ways that addictions impact clients' lives (CLO2).
3. Analyze and synthesize characteristics of substance addictions, behavioral/process addictions, and co-morbid mental health disorders, and understand the relationships among them (CLO3).
4. Apply legal, ethical, and client-specific multicultural considerations when devising treatment plans for clients who are participating in addictions counseling (CLO4).
5. Discern among the types of services that are available for clients undergoing addictions treatment, and exemplify the counselor's role in facilitating clients' access to services (CLO5).
6. Describe the role and value of self-care for addictions counselors (CLO6).

Student Learning Outcomes

Counselors-in-training will be able to:

Differentiate between substance and process addictions and identify commonalities among them;

Articulate diagnostic criteria for substance-related disorders and assess clients for substance use problems;

Develop treatment plans for clients undergoing addiction treatment based on clients' treatment needs;

Cultivate self-awareness and the ability to discuss the ways that race, ethnicity, gender, and other cultural characteristics contribute to the development of addiction; and

Demonstrate knowledge and skills that are necessary for multiculturally competent work with clients undergoing addiction treatment.

Course Materials
Course Policies

ACADEMIC PREREQUISITES
Successful completion (i.e., grade of A or B) of the Gateway 1 courses, which include:

CNDV 5302, 5303, 5304: Foundations of Counseling
CNDV 5310: Counseling Skills
CNDV 5311: Individual Counseling Theories & Techniques

ACADEMIC WEEK
For this course, the academic week is considered THURSDAY through WEDNESDAY (not Monday through Sunday). During the weeks that they are assigned, 12-step discussion board assignments are due SUNDAY, Journal assignments are due MONDAY, and other course assignments are due WEDNESDAY. All assignments are due by 11:59 p.m. CST on the designated due dates. PARTICIPATION
General Participation in the Course

Students are expected to login to the Blackboard course during the early part of Week 1 and to login to the course regularly throughout the duration of the 15-week term. Students remain responsible for communicating with the professor about circumstances that impede their ability to participate in class. The professor will drop all students with a grade of Q who do not login the course, participate in discussion boards, submit assignments for grading, or communicate with the professor about participation challenges by the deadline for penalty-free drops.

Discussion Board Forums

As part of your Abstinence Project this semester, students will participate in 12-Step meetings with other students who are trying to give up substances/behaviors for the Abstinence Project. Discussion board forums in Blackboard will provide the virtual media for 12-Step “meetings”, which will take place on SATURDAY AND SUNDAY of Weeks 2-8 and 10-13. Each 12-Step discussion forum will open at precisely 12:00 a.m. CST SATURDAY morning and will close at exactly 11:59 p.m. CST SUNDAY night. Thus, all communications among group members must occur during this 48-hour window of time. Students who miss a meeting (i.e., do not post to the discussion forum on SATURDAY/SUNDAY) will not be allowed to make up the assignment, as it’s pointless to attend a meeting when there’s only one person in attendance. Students are expected to abide by the Netiquette Guidelines in all discussion board communications. Additional information and instructions for 12-Step group discussions are provided in the Blackboard course. For information about appropriate decorum on the Internet, please refer to the Netiquette guidelines at

http://www.albion.com/netiquette/corerules.html. A link to the Ground Rules is located in the Resources section of the Blackboard course.

Live Webinars

Each student is required to have a webcam, a microphone, and a headset to participate successfully in live webinars. Moreover, students must be in private, stationary locations while participating in live webinars.

Assignments

When completing experiential assignments, students must abide by the Netiquette Guidelines when engaging others in their classroom, home, and community environments.

RESPONSE TIMES

Email and Phone Communications

Communications with the course professor should occur within the bi-weekly live webinars unless they are of a critical nature. The
course professor will respond to emails and voicemails from students within 48 business hours after their delivery. The professor will not respond to student emails and voicemails after work hours on Friday, during weekends, or before work hours on Monday of each week.

Assignment Grades

Each assignment will be graded within 3 days after its due date, when possible. For questions related to grading and rubrics, please contact the Instructional Associate (IA) who is assigned to assist with the course. His/her/zir information is posted in the "Meet Your Professor & Instructional Associate" page of the Start Here section in Blackboard.

Late Work

The instructor does not grant due date extensions. However, with the exception of discussion boards, students can submit assignments up to 3 days late at their own discretion. All work submitted late will incur a late penalty of ~10% per day, up to three (3) days. After three (3) days past the due date, an assignment will be scored a grade of zero. Assignment rubrics include point penalties for late submissions. Discussion board assignments are not permitted to be made-up, without exception, and they will be scored according to the rubric located in Blackboard.

Work that is uploaded to the wrong submission link will be considered late/missing until the student uploads it to the correct assignment link. But again, after three (3) days past the due date, a missing assignment will be scored a grade of zero.

Additionally, it is incumbent on the student to upload the correct version of their completed work to the assignment link. If the student uploads the "wrong version" of an assignment to the assignment link, then the student may go back to the assignment link and upload the correct version, so long as the correct version is submitted by the assignment due date/time. If the "wrong version" of a student's work is submitted and the student does not upload the correct version of her/his/zir work by the due date/time designated for the assignment, then the "wrong version" is the version that will be graded. "Technology problems" is not a sufficient excuse for late work. The instructor will NOT grant extensions for assignment deadlines, without exception.

Do not email the instructor to request a due date extension, as it will not be answered.

Required Survey: Learning Commitments

By the 3rd day of class, all students must complete the survey titled Learning Commitments in its entirety and successfully submit it to Blackboard. The survey is worth 10 total points, but the points will NOT calculate into students' overall grades. None of the assignments for CNDV 5326 will be viewable in Blackboard until the survey is submitted successfully.

MINIMUM STANDARDS FOR ACADEMIC SKILLS
All Written Work

Fully developed paragraphs, each of which comprises a bare minimum of 3 well-written, sensical, and complete sentences, each of which includes:

- appropriate capitalization of proper nouns
- internal punctuation marks that aids flow for readers
- a closing punctuation mark
- a subject
- a verb/verb phrase

Proper spelling of homophones (e.g., there, their, they're), contractions (e.g., can't), everyday nouns, and the like

Writing tone that is congruent with topic

Adherence to the writing format that is explicated for the assignment

Transitional phrases that aid flow of reading

Coherent sentences conveying ideas that flow logically from one to the next

Details to support and develop ideas

Language that conveys maturity, emotional regulation, and respect for readers

Best-faith attempts to reference cited works with properly placed in-text citations and a list of full, matching references, when required for assignment

Journal entries

Same technical writing skills required for all written work.

Academic Papers

Same technical writing skills required for all written work, plus:

- Use of headings that aid logical organization of written content.

No more than 2 direct quotes from other sources, each of which includes less than 40 total words and properly placed quotation marks.

A properly structured cover page using the format denoted for the assignment (e.g., APA, MLA).

Paragraphs that are not separated by extra line space.

Exactly one-inch margins around all sides of paper.

Twelve-point (12-pt.) font size from page one through the end.

A singular font style throughout that is compatible with the style guide that provides structure for format.
Even double-spacing from line one of the cover page to the last line of the references page (or the last line of the final page of narration, if the assignment does not require references).

Paraphrasing of original sources that demonstrate significant variations of word choice, syntax, and sentence structure.

**Student-Produced Videos**

When recording videos that require oral presentation of thoughts related to course material and content, students must:

- Position the camera to capture the student’s frontal image from the waist up.
- Squarely face the recording device and speak directly into the camera.
- Maintain close enough distance to the camera so that viewers do not have to strain to detect the speaker’s facial expressions, nonverbal communications, and the like.
- Speak with a volume that is audible for listeners throughout the duration of the recording.
- Avoid recording in environments that present distractors and interrupters that impede listeners’ ability to ascertain the presenter’s spoken words.
- Minimize use of verbal distractors (e.g., “Um”, long pauses, stutters). **APA Guidelines**

When specified for an assignment, students are to follow APA (7th ed.) formatting guidelines.

**MINIMUM TECHNOLOGY REQUIREMENTS**

Students are expected and required to possess the technology skills needed to be successful in the class. Additionally, they should feel confident about their ability to navigate typical websites and to use common word processing software in order to submit written assignments.

**SAFE ASSIGN**

Students are required to submit some assignments through SafeAssign to assess for originality. The course professor will scrutinize all papers for plagiarism that were submitted through SafeAssign and that yielded an originality score greater than 30%. If the body of a paper contains: (a) too many sentences and phrases that match other sources word-for-word, (b) evidence of strategies like “find and replace”, (c) evidence of insufficient efforts to paraphrase information sufficiently, (d) at least one quote that is longer than 39 words, or (e) more than two quotes total, then the student will either:

- receive a score of zero for the assignment with no opportunity to revise and resubmit it, earn a lower letter grade for the course, earn a failing grade for the course, and/or be referred to the Student Development and Academic Performance Committee for review.

The professor will notify a student found guilty of academic dishonesty of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed.
Using a paper (or sections/paragraphs/sentences/phrases from a paper) that you wrote for an assignment in another class, even if you dropped the class mid-semester (or for an assignment that you submitted for this class earlier in the term), constitutes self-plagiarism, which is an act that is just as egregious as the act of plagiarizing others' work. Self-plagiarism is no more acceptable than plagiarism, and evidence of plagiarism of either kind will not be permitted.

To avoid a SafeAssign score higher than 30%, utilize these strategies:

1. Write your paper from scratch.
2. Include no more than two (2) direct quotes that are no longer than 39 words.
3. When you paraphrase others’ ideas, rearrange the syntax of the original author's sentences, use synonyms for the original author's words, and state the information in a totally different way than the source author stated it (to do the latter, try laying the source face-down on the table or minimizing the browser, and then saying out loud what the author had written).

MINIMUM TECHNICAL SKILLS FOR THE COURSE

Navigating websites, including downloading and reading files from them

Using e-mail, including attaching and downloading documents/files

Saving files in commonly used word processing formats (.doc, .docx)

Copying and pasting text and other items in computer documents

Saving and retrieving documents and files on your computer Locating information on the Internet using search engines Locating information in the library using the online catalog

INSTRUCTIONAL ASSOCIATES (IA)

The Instructional Associates (IA) play a vital role in ensuring smooth facilitation of the course. The IA for this course was carefully selected based on her/his/zir teaching experiences and professional accomplishments.

The IA is the first point of contact for students when they have questions pertaining to grading practices and rubrics. However, ultimate responsibility for all course grades resides with the course professor.

When emailing the IA, students must do all of the following:

address the IA by her/his/zir appropriate professional title (e.g., Mr. Doe, Dr. Doe),

include the course number and the student's course section (e.g., CNDV 5320, M02) in the subject line, and

CC the course professor.
STUDENTS’ RIGHT TO A HARASSMENT-FREE LEARNING ENVIRONMENT

Each counselor trainee, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability, or any other personal identity, is a valued and equal member of the educational community. All members of the community bring unique life experiences to class with them that enrich course content, and trainees are encouraged to share course-relevant experiences with other members of the academic assembly. Notwithstanding, when sharing experiences, trainees must be mindful to represent only their personal perspectives and not to portend that their opinions testify to a particular population’s collective voice.

Moreover, each student has the right to self-define their identities, to be addressed by their preferred name and pronouns, and to modify their identity preferences as needed.

Finally, all students have the right to learn in an environment that is free of harassment. Thus, your course instructor will not allow students to enact disruptive behaviors, insulting remarks, gender or racial slurs, hate speech, intimidation tactics, or any other bullying behaviors, regardless of media used for communication. Students who encounter barriers to inclusion that alienate them from the academic community and course content are encouraged to address their concerns with the course instructor without fear of reprisal. If students do not feel comfortable sharing their concerns with the instructor, then they are encouraged to seek assistance from a trusted faculty member in the Department of Counseling.

Accreditation Standards

ALIGNMENT WITH AAQEP STANDARDS

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>AAQEP</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of this course, students will be able to:</td>
<td>1.a</td>
<td>Journal Assignments, Journal Assignments, Exam Prep Quizzes</td>
</tr>
<tr>
<td>1 Differentiate between substance and process addictions and identify commonalities among them</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulate diagnostic criteria for substance-related disorders and assess clients for substance use problems</td>
<td>1.a, d</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>Develop treatment plans for clients undergoing addiction treatment based on clients’ treatment needs</td>
<td>1.a, d 2.b</td>
</tr>
<tr>
<td>4</td>
<td>Cultivate self-awareness and the ability to discuss the ways that race, ethnicity, gender, and other cultural characteristics contribute to the development of addiction</td>
<td>1.c, f 2.b, e, f</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate knowledge and skills that are necessary for multiculturally competent work with clients undergoing addiction treatment</td>
<td>1.a, c 2.b</td>
</tr>
</tbody>
</table>

Grading and Assignments

Graded Assignments
Preface

This course is experiential and self-reflective in nature. Moreover, some of the assignments require students to use technologies that might be new for them. However, “computer problems” is not an appropriate excuse for failing to submit coursework by the designated due dates.

General Performance Expectations

All course assignments must be submitted to Blackboard. Students are not to email assignments to the professor or the IA. Students are expected to remain current with the course schedule and to submit assignments by the due dates designated in Blackboard.

Students must complete each assignment using the format designated for it.

Prior to submitting assignments, students should refer to the assignment rubrics for information about grading criteria.

Students should spend a minimum of 8 hours weekly preparing for and participating in the course.

Students are expected to read all assigned readings and to watch all assigned videos.

Assignments

Learning Commitments Quiz (0 pts.)

During Week 1 of class, students are required to complete the Learning Commitments Quiz before working on course assignments. The quiz is worth 10 pts., but the points will NOT calculate into students’ overall grades. All course modules are configured so that none are viewable in Blackboard until the quiz is completed and submitted. Students are to refresh their computer screens if the assignments are not viewable after the quiz is submitted.

Journals (175 pts.)

During each of Weeks 1, 3, 5, 7, 10, 12, and 14, students will complete a journal assignment, the purpose of which is to give students a place to write freely about their reactions to the assigned readings, course videos, and assignments. APA writing is not the focus for the journal assignments. Students are not required to include in-text citations or a list of references when completing them. However, when students do reference information from another source in their journal writing, they must include enough information to point the reader to the original source (e.g., On p. 31 of the textbook, it says that…). Each journal entry is worth a total of 25 possible points.

12-Step Group Discussions (275 pts.)

This semester, students will participate in 12-Step meetings with other students who are trying to give up similar
substances/behaviors for the Abstinence Project. Discussion board forums in Blackboard will provide the virtual media for 12-Step “meetings”, which will take place on SATURDAY AND SUNDAY of Weeks 2-8 and 10-13. Each 12-Step discussion forum will open at precisely 12:01 a.m. CST SATURDAY morning and will close at exactly 11:59 p.m. CST SUNDAY night. Thus, all communications among group members must occur during this 48-hour window of time. **Students who miss a meeting (i.e., do not post to the discussion forum on SATURDAY/SUNDAY) will not be allowed to make up the assignment**, as it’s pointless to attend a meeting when there’s only one person in attendance. The 12-Step discussion forums will not require APA writing or formatting, because Yuja videos will constitute students’ primary means of communication in the forums. Students are expected to abide by the Netiquette Guidelines in all discussion board communications. Each 12-Step meeting is worth 25 points. For information about appropriate decorum on the Internet, please refer to the Netiquette guidelines at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

**Abstinence Project Assignments (200 pts.)**

This semester, students will complete an ABSTINENCE PROJECT designed to help them experience some of the feelings/thoughts that addicted individuals experience when they quit a substance or behavior of choice. The semester-long project includes 3 specific assignments: Gearing Up for Change! (Week 1; 50 pts.), Dear Addiction Letter (Week 2; 50 pts.), and Abstinence Project Paper (Week 9; 100 pts.). Specific instructions for each assignment are included in Blackboard.

**Diagnosing Substance-Related Disorders (100 pts.)**

This addresses assessment and diagnosis in addiction treatment. Specific instructions for the assignment are included in Blackboard.

**Stories Through Song (50 pts.)**

For this assignment, students will analyze a song about addiction and consider multicultural elements evinced in the song lyrics. Then, they will create a presentation using [Canva.com](http://canva.com). Specific instructions for the assignment are included in Blackboard.

**Prevention Campaign (50 pts.)**

For this assignment, students will create an addiction prevention poster for a specific target population. Specific instructions for the assignment are included in Blackboard.

**Mid-Term Exam Prep Quiz (50 pts.)**

To prepare for licensure and certification exams, students will complete the Mid-Term Exam Prep Quiz, which comprises 25 multiple-choice questions that cover information presented in the textbook chapters assigned for Modules 1-3 (i.e., Weeks 1-6). Each quiz item is worth 2 points, yielding a total of 50 possible points for the Mid-Term Exam Prep Quiz. Students are allowed only 2 attempts at the quiz, and each attempt has a 60-minute time limit. The highest score of the 2 attempts will be recorded in the gradebook.
Screenplay Scenario (100 pts.; Key Assessment)

This assignment is the key assessment for CNDV 5326, and it requires students to consider various elements of a client's addiction treatment through all phases of a treatment episode (i.e., intake through discharge). In Blackboard, it is presented as you smaller assignments: Screenplay Scenario (Phase 1; 80 pts.) and Screenplay Scenario (Phase 2; 20 pts.). Students must submit the Phase 1 assignment using the template provided in Blackboard and to review all information and instructions that are provided for the assignment in the learning module thoroughly.

Distribution of Points

<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>Learning Commitments Quiz (Week 1)</td>
<td>0 pts.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>12-Step Group Discussions (Weeks 2-8 and 10-13)</td>
<td>25 pts. each</td>
<td>275</td>
<td>27.5%</td>
</tr>
<tr>
<td>Journal Assignments (Weeks 1, 3, 5, 7, 10, 12, 14)</td>
<td>25 pts. each</td>
<td>175</td>
<td>17.5%</td>
</tr>
<tr>
<td>Gearing Up for Change! (Week 1)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Dear Addiction Letter (Week 2)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Diagnosing Substance-Related Disorders (Week 4)</td>
<td>100 pts.</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Stories Through Song (Week 6)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Mid-Term Exam Prep Quiz (Week 8)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Prevention Campaign (Week 11)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Screenplay Scenario (Week 13)</td>
<td>100 pts.</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Abstinence Project Paper (Week 15)</td>
<td>100 pts.</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td><strong>1000</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>F</td>
<td>699 &amp; below</td>
</tr>
</tbody>
</table>
Course Subject Outline

For this course, the academic week is considered **THURSDAY THROUGH WEDNESDAY**. Group 12-step meetings take place on SATURDAYS and SUNDAYS. Journal assignments are due MONDAYS. All other assignments are due WEDNESDAYS.

**Note:** Course syllabi are intended to provide students with basic information concerning the course. The syllabus and course content outline (below) can be viewed as a ‘blueprint’ for the course; changes in the syllabus and course content outline can be made by the instructor of record and students will be informed of any substantive changes.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>WEEK</th>
<th>READ</th>
<th>VIEW</th>
<th>DO</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th><strong>Blackboard</strong></th>
<th><strong>How-To Video</strong></th>
<th><strong>Important Tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Course Syllabus</td>
<td>&quot;How To Create a Kanopy Account&quot;</td>
<td>-Attendance Verification</td>
</tr>
<tr>
<td>-Information in the &quot;Start Here&quot; section of BB</td>
<td><strong>Course Videos</strong></td>
<td>-Create a Kanopy account, if you don't have one already (How-to video located on the Week 1 Course Videos page.)</td>
</tr>
<tr>
<td><strong>Textbook</strong></td>
<td>&quot;Neurotransmitters, the Brain, and Addiction&quot;</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>-Ch. 1 – History &amp; Etiological Models of Addiction</td>
<td>&quot;Genetics – “Born to Be an Addict?”</td>
<td>-Required Survey: Learning Commitments Survey (0 pts.; None of the course assignments will be viewable in Blackboard until the survey is completed and submitted.)</td>
</tr>
<tr>
<td>-Ch. 12 – 12-Step Facilitation of Treatment</td>
<td><strong>Supplemental</strong></td>
<td>-Discussion Board: Welcome to Me! (Optional)</td>
</tr>
<tr>
<td><strong>Supplemental</strong></td>
<td>-ACA Code of Ethics</td>
<td>-Week 1 Journal (25 pts.)</td>
</tr>
<tr>
<td>-Addictions Counseling Competencies</td>
<td>-Assignment: Gearing Up for</td>
<td>-Assignment:</td>
</tr>
<tr>
<td>Week</td>
<td>Textbook Chapters</td>
<td>Course Videos</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2</td>
<td>TEXTBOOK</td>
<td>COURSE VIDEOS</td>
</tr>
<tr>
<td></td>
<td>- Ch. 2 – Substance Addictions</td>
<td>“Junk Food, Porn, Video Games - Addictions?”</td>
</tr>
<tr>
<td></td>
<td>- Ch. 3 – Process Addictions</td>
<td>“The Gambler’s Brain”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Learning Bad Habits: Addiction”</td>
</tr>
<tr>
<td>3</td>
<td>TEXTBOOK</td>
<td>Course Video</td>
</tr>
<tr>
<td></td>
<td>- Ch. 4 – Professional Issues in Addictions Counseling</td>
<td>“Managing Ethical Pitfalls in Addiction Counseling”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>TEXTBOOK</td>
<td>COURSE VIDEO</td>
</tr>
<tr>
<td></td>
<td>- Ch. 5 – Introduction to Assessment</td>
<td>“Addictive Disorders”</td>
</tr>
<tr>
<td></td>
<td>- Ch. 6 – Assessment &amp; Diagnosis of Substance-Related and Addictive Disorders</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Week 5 Folder</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Textbook:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ch. 17 – Cross-Cultural Counseling: Engaging Ethnic Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ch. 18 – Gender, Sex, &amp; Addictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Videos:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- &quot;Escaping Porn Addiction&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- &quot;Searching for Love to Escape Ourselves&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook:</td>
</tr>
<tr>
<td>- Ch. 15 – Persons with Disabilities &amp; Substance-Related and Addictive Disorders</td>
</tr>
<tr>
<td>- Ch. 19 – Lesbian, Gay, Bixesual, Transgender, &amp; Queer Affirmative Addictions Treatment</td>
</tr>
<tr>
<td>Course Video:</td>
</tr>
<tr>
<td>- &quot;Exploring Substance Use Disorders in the LGBTQ Population&quot;</td>
</tr>
</tbody>
</table>

<p>| Assignment: Stories Through Song (50 pts.; Submit to both the assignment link and the designated discussion board.) |
| - 12-Step Meeting (25 pts.) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook</th>
<th>Course Video</th>
<th>Week Folder</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 7    | Ch. 7 – Motivational Interviewing  
-Ch. 8 – Psychotherapeutic Approaches | “An Introduction to Motivational Interviewing: Resolving Ambivalence and Changing Behavior” | Week 7 Folder  
-12-Step Meeting (25 pts.)  
-Week 7 Journal (25 pts.) |       |
| 8    | TEXTBOOK  
-Ch. 9 – Treatment of Comorbid Disorders  
-Ch. 11 – Addiction Psychopharmacology | COURSE VIDEO  
“How I Overcame Alcoholism” | WEEK 8 FOLDER  
-12-Step Meeting (25 pts.)  
-Mid-Term Exam Prep Quiz (50 pts.) |       |

WEEK 9: MID-SEMESTER BREAK
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter/Section</th>
<th>Textbook</th>
<th>Course Videos</th>
<th>Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ch. 10 – Group Counseling for Treatment of Addictions</td>
<td>TEXTBOOK</td>
<td>“Group Therapy: An Addictions Perspective”</td>
<td>WEEK 10 FOLDER</td>
</tr>
<tr>
<td></td>
<td>Ch. 20 – Inpatient &amp; Outpatient Addiction Treatment</td>
<td></td>
<td></td>
<td>-12-Step Meeting (25 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Week 10 Journal (25 pts.)</td>
</tr>
<tr>
<td>11</td>
<td>Textbook</td>
<td>COURSE VIDEOS</td>
<td>Week 11 Folder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch. 13 – Maintenance &amp; Relapse Prevention</td>
<td>“Recovering Out Loud”</td>
<td>-12-Step Meeting (25 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch. 16 – Substance Addiction Prevention Programs Across the Lifespan</td>
<td>“A Simple Way to Change a Bad Habit”</td>
<td>-Assignment: Prevention Campaign (50 pts.; Submit to both the assignment link and the designated discussion board.)</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>FOLDER</td>
<td>TEXTBOOK</td>
<td>COURSE VIDEO</td>
<td>WEEK 12 FOLDER</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>----------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>- Ch. 14 – Substance Addiction &amp; Families</td>
<td><em>The Addictive Family: The Legacy of Trauma</em></td>
<td>- 12-Step Meeting (25 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Week 12 Journal (25 pts.)</td>
</tr>
<tr>
<td>13</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Week 13 Folder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- 12-Step Meeting (25 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Assignment: Screenplay Scenario (Phase 1 = 80 pts.; Phase 2 = 20 pts.; SafeAssign submission required for Phase 1)</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>None</td>
<td></td>
<td>WEEK 14 FOLDER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Week 14 Journal (25 pts.)</td>
</tr>
<tr>
<td>15</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Week 15 Folder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Assignment: Abstinence Project Paper (100 pts.; SafeAssign submission required)</td>
</tr>
</tbody>
</table>
COURSE BIBLIOGRAPHY

VIDEOS


ARTICLES

BOOKS


WEBSITES

Addictioncounselorce.com

PROFESSIONAL ETHICS AND COMPETENCIES


ORGANIZATIONAL PUBLICATIONS
COVID-19 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.

Academic Continuity Policy

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

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.
ChatGPT Policy

“Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities.”

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.

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 Accessibility Resource Center (ARC) 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 ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC 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 [ARC 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.

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.

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

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

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

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

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

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

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

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