I. Course Description

This course is designed to provide students with an understanding of addictions treatment and the counseling dynamics involved, as well as the significance and impact of addictions within our society. Students will investigate physiological, emotional, social, and physical aspects related to addictions. Students will examine specific treatment strategies applicable to the biopsychosocial issues related to addictions, as well as current ethical and professional issues in the field.

II. Rationale

A. This course is required in the Addictions Counseling track in Department of Counseling and Educational Psychology, or is used as an elective courses for the masters in counseling curriculum.

B. The role played by this course within the program is to provide students with an understanding of addictions treatment and the counseling dynamics involved, and the significance and impact of addictions within our society. It helps the student use the knowledge of individual, family, and group counseling strategies as they are applied to addictions counseling and the addictions treatment environment.

C. Recent advances in medicine and neuroscience challenge professional counselors and mental health professionals to examine biological bases for behavior, as well as integrated bio-psychosocial treatments of addictive, mental, and sexual disorders. Counselors should develop competencies concerned with understanding complex presenting problems, developing meaningful treatment plans, and consulting with physicians and other health care providers.

III. State Adopted Proficiencies for Teachers, Counselors, and/or Administrators

A. The counselor understands addiction counseling theories, models and strategies.

B. The counselor works collaboratively to implement a program that helps clients to learn decision-making skills.

C. The counselor promotes the worth, dignity, individuality and potential of all members of a learner centered community.

D. The counselor practices active listening

IV. TExES Competencies

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(1) the history of counseling;
(2) counseling and consultation theories and practices;
(4) assessment principles and procedures, including the appropriate use of tests and test results;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(6) environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs;
(8) legal and ethical standards, practices, and issues;
(9) the characteristics and educational needs of special populations;
(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
(2) provide a proactive, developmental guidance program based on the needs of students;
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
(5) coordinate resources for students within the school and community;
(7) participate in the selection, use, and interpretation of assessments and assessment results; (8) use varied sources of information about students for assessment purposes;
(9) use counseling-related research techniques and practices to address student needs; and
(10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
(4) implement effective referral procedures to facilitate the use of special programs and services; and
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
(4) facilitate learners' access to community resources;
(5) develop and implement strategies for effective internal and external communications;
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.
Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1. Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
2. Strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP II, 2009 standards and infuses the State Adopted proficiencies and the TExES competencies enable students to demonstrate knowledge and skills in the following areas:

A-1: Understands the history, philosophy, and trends in addiction counseling. Students explain the history, philosophy, and trends as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

A-2: Understands ethical and legal considerations specifically related to the practice of addiction counseling. Students apply ethical/legal considerations related to addictions counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-3: Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals. Students list the roles, functions, and settings of addictions counselors, as well as relating with other mental health professions as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

A-4: Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling. Students identify the professional organizations, standards, and credentials related to addictions counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-5: Understands a variety of models and theories of addiction related to substance use and other addictions. Students describe a range of models and theories of addictions counseling as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

A-6: Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. Students differentiate between substance use and addiction disorders which might mimic and coexist with medical/psychological disorders as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-9: Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions. Students identify the impact of crises, disasters, and traumatic events as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-10: Understands the operation of an emergency management system within addiction agencies and in the community. Students describe the operation of an emergency management system within addiction agencies as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

B-1: Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling. Students explain and apply ethical/legal standards in addiction counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

B-2: Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling. Students apply knowledge of substance abuse policy, financing, and regulatory processes as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

C-3: Recognizes the importance of family, social networks, and community systems in the treatment and recovery process. Students describe the role of family, social and community systems in treatment and recovery.
as measured by a successful passing rate of 80% on a comprehensive exam, self-help group evaluation, research/presentation on substance use/process addictions, and class discussion participation grade.  
C-4: Knows the disease concept and etiology of addiction and co-occurring disorders. Students demonstrate understanding of the disease concept and etiology of addiction and co-occurring disorders as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.  
C-5: Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders. Students describe a variety of helping strategies for addictive disorders as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.  
C-6: Understands the principles and philosophies of addiction-related self-help programs. Students understand the principles and philosophies of self-help programs as measured by a successful passing rate of 80% on a comprehensive exam and self-help program evaluation project.  
C-7: Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice. Students identify professional issues associated with recognition, reimbursement, and right to practice as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.  
C-8: Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events. Students identify interventions principles for additions clients during crises, disasters, and traumatic events as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.  
D-7: Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process. Students explore culturally relevant educational programs raising awareness/support as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.  
D-8: Applies current record-keeping standards related to addiction counseling. Students describe current record-keeping standards as related to addiction counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.  
D-9: Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate. Students describe personal limitations as an addiction counselor, including using supervision or referral, measured by a successful passing rate of 80% on a comprehensive exam, self-help program evaluation, and class discussion participation grade.  
E-1: Understands how living in a multicultural society affects clients with addictions. Students list how a multicultural society affects clients with addictions as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.  
E-2: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions. Students demonstrate use of current literature on theories, strategies, and techniques as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.  
E-3: Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services. Students identify public policy on multiple governmental levels affecting addiction services as measured by a successful passing rate of 80% on a comprehensive exam, self-help program evaluation, and class discussion participation grade.  
E-4: Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling. Students related strategies that effectively support client advocacy and influence public policy and government relation on multiple levels as measured by a successful passing rate of 80% on a comprehensive exam, self-help program evaluation, and class discussion participation grade.
F-1: Maintains information regarding community resources to make appropriate referrals for clients with addictions. Students explain community resources are useful for appropriate referrals for clients with addictions as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

F-2: Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions. Students describe advocacy for policies, programs, and services equitable/responsive to needs of clients with additions as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

F-3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients. Students show how to modify counseling theories, techniques, and interventions to make them culturally appropriate as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

G-4: Identifies standard screening and assessment instruments for substance use disorders and process addictions. Students list standard screening and assessment instruments for substance use and process addiction disorders as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

H-2: Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, mental health history, and a psychological assessment for treatment planning and case management. Students identify skills utilized in an intake interview, mental status evaluation, client history, and assessment, as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

H-3: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. Students explain screening for addiction, aggression, danger to self/other, and co-occurring mental disorders as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

H-4: Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. Students show understanding of the assessment of a client’s stage of dependence, change, or recovery in determining appropriate treatment modality/placement as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

H-5: Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care. Students describe assessment to the stages of dependence, change, or recovery in determining treatment modality/placement as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

K-3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders. Students explain the effects of substance use and addiction disorders on medical/psychological disorders as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation project, and class discussion participation grade.

K-4: Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations. Students identify potential cultural biases of common diagnostic tools as measured by a successful passing rate of 80% on a comprehensive exam, research/presentation on substance use/process addictions, and class discussion participation grade.

VI. Course Topics

The Major topics to be considered are the following:

Texas. Treating dual disorders and medical conditions. Ethical and legal issues in addictions counseling.

VII.  Instructional Methods and Activities
A.  Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B.  Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; value clarifications)
C.  Field Experiences (case studies, community resources)

VIII. Evaluation and Grade Assignment

Grading Scale:  A= 90 – 100 points  C= 70 - 79 points
B= 80 - 89 points  D= 60-69 points

Participation/topic quiz. You will be responsible for attending each class and being prepared to contribute to class discussion by completing the assigned reading material on the session topic. Students are to be prepared for a written/oral short “topic quiz,” given intermittently during the course. (These short tests will not be announced prior to the class session in which they are given.) Scores on each oral/written topic quiz, as well as unexcused absences and tardy arrivals, will be calculated into points given for participation. Promptness is expected, as is staying for the entire class. (Attendance may be taken at the end of a class session.) Students are to email the instructor prior to a class session for an excused absence. More than 2 absences will lower the student’s grade by 10 points or more. Please see Class Policies for further details. 15 points.

Comprehensive Take-Home Exam. Students will be given a comprehensive exam, based on assigned readings from the textbooks, covering course material/objectives. The exam will cover material from textbooks, lecture, discussion, and presentations. Students must work independently on this examination. Students will also sign the honor pledge, and are reminded that they need to report academic dishonesty. Examinations will not be accepted after the due date—do not even ask. Please see Class Policies for further details. 35 points.

Self-help or 12-Step meeting. Each student will attend an established self-help or 12-step meeting and write a 2-3 page reflective paper about the experience. Options include, but are not limited to AA, Al-Anon, NA, etc. Students can locate meetings through the internet, advertisements, personal referral, and the like. Students should feel free to express both positive and negative reactions to the experience, but please be reminded that the anonymity of all parties (such as meeting participants) must be respected. Please see guidelines below for attending self-help meetings, and remember to use correct APA style in your writing. Use Turnitin software for this assignment. 15 points.

Guidelines for visiting self-help and 12-step meetings:
Only attend “open” meetings which can accommodate visitors. “Closed” meetings are limited to individuals in recovery and involved in a particular program. You should ask before you go to a meeting or immediately upon arrival. If the chair asks for introductions, you may want to introduce yourself as a visitor, such as a student wanting to learn about addiction. Do not take notes during the meeting. Remember that the anonymity of all participants should be respected during the meeting and in any evaluation process following the experience.

As directed by the instructor, students will work individually or will form groups, to complete following project. If applicable, please submit the “Group Evaluation by Members” form at the end of the semester. Please read Class Policies re: managing possible problems between group members. Remember to consult the instructor EARLY in the semester if problems arise—don’t wait until it is too late to take action. Learning to effectively work in groups is part of professional skills development. Please see Class Policies for further details regarding group work.

Project: Presentation. You will be asked to give a presentation, which includes including leading class discussion/activities on the following topics: Cannabis, Cocaine, Stimulants (not cocaine), Hallucinogens/Narcotics, Depressants, Inhalants, Alcohol, Tobacco, Pathological gambling, Eating/Shopping addiction, Sex/pornography addiction, Internet addiction. Presenters will be asked to analyze and use relevant and current data to cover: biological effects of substance; effects of substance on individual and family (including emotional/cognitive symptoms); broad effects of substance on the community; assessment and diagnosis; treatment planning and setting; evidence-based
individual/group/family interventions; relapse and prevention. Use of PowerPoint and providing additional handouts/information to the class is not mandatory but is encouraged. **35 points.**

- The lecture/powerpoint section of your presentations should **provide additional information to textbook material.** (Do not paraphrase/present textbook information that has already been studied by each student.) The lecture or powerpoint section of your presentation will be ended at 20 min. Points will be deducted if the required timeframe is exceeded or the minimum is not met. (Remember that a student activity during your presentation enhances understanding, handouts are also helpful.)
- Depending upon time constraints, student presenters MAY be asked to lead a class discussion section, which can include (1) material from the assigned textbook reading, and (2) material from the lecture/powerpoint. Accordingly, presenters should have a thorough knowledge of the material to be presented, based on analysis of current relevant data.
- On the presentation date, **a list of references is due.** A printed list of references (a **paper copy in correct APA style**) will be given to the instructor. Remember the need for analyzing and using current relevant data as you research your topic, such as providing information on evidence based interventions. Your research should include relevant information from scholarly, governmental, and professional association sources that is current; specifically, the copyright date on your sources should be less than six years old. Your project should cite a minimum of five references meeting the above criteria. (This is in addition to the textbook(s) and supplemental material provided by the instructor, such as what is posted on Blackboard.) Please also refer to Class Policies.
- Because of university equipment variability, please store PowerPoint presentations on two types of electronic media.

IX. **Course Schedule and Policies**


<table>
<thead>
<tr>
<th>Class session—Fall 2012</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Aug 28</td>
<td>Introduction to course. Experiences in addictions and counseling.</td>
<td><strong>NOTE: Please talk to instructor during first class if accommodations are needed, SIGN UP for presentations, PLS NOTE PRESENTATION DEADLINES!</strong></td>
</tr>
</tbody>
</table>
| Tues, Sep 4            | Theories and models of addiction and treatment. Strengths based perspectives. | Stevens & Smith Ch: 4 
Van Wormer Ch: 1  
Article-Family Therapy Magazine-Addiction Counseling History |
| Tues, Sep 11           | Addiction and human development. Dual disorders and medical conditions. | Van Wormer Ch: 6, 9 |
| Tues, Sep 18           | History/current problems in addictions. Personal and community consequences. Continuum of substance use to dependency. Psychoactive substances and effects on biopsychosocial effects. | Stevens & Smith Ch: 1, 3  
Van Wormer Ch: 3  
**Presentations:**  
Alcohol/depressants  
Cocaine/other stimulants |
| Tues, Sep 25           | Process and behavioral addictions and effects. | Van Wormer Ch: 5  
**Presentations:**  
Pathological gambling  
Eating Disorders/Compulsive overeating  
Sex addiction/pornography addiction  
Internet addiction/shopping addiction |
| Tues, Oct 2            | Psychoactive substances and process/behavioral addictions--biopsychosocial effects. | Stevens & Smith Ch: 3  
Van Wormer Ch: 5  
**Presentations:**  
Inhalants  
Hallucinogens /Narcotics  
Tobacco/cannabis |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Oct 9</td>
<td>Assessment and diagnosis. Treatment planning. Setting: hospitalization and outpatient considerations. Continuum of care. Assessment and the strengths perspective.</td>
<td>Stevens &amp; Smith Ch: 5, 6&lt;br&gt;Van Wormer Ch: 7&lt;br&gt;Stevens &amp; Smith Ch: 7, 11&lt;br&gt;Miller &amp; Rollnick readings “MI Techniques” and “What is MI”</td>
</tr>
<tr>
<td>Tues, Oct 16</td>
<td>Individual treatment. Needs of special populations.</td>
<td>Stevens &amp; Smith Ch: 7, 11&lt;br&gt;Miller &amp; Rollnick readings “MI Techniques” and “What is MI”</td>
</tr>
<tr>
<td>Tues, Oct 23</td>
<td>Family interventions.</td>
<td>Stevens &amp; Smith Ch: 9&lt;br&gt;Van Wormer Ch: 10&lt;br&gt;Comprehensive examination and scantron distributed this session.</td>
</tr>
<tr>
<td>Tues, Nov 13</td>
<td>Relapse/recurrence patterns and maintaining sobriety. Crisis intervention, emergency response, and suicide</td>
<td>Stevens &amp; Smith Ch: 10&lt;br&gt;Gladding reading-Crisis Counseling</td>
</tr>
<tr>
<td>Tues, Dec 4</td>
<td>Working with diverse and multicultural groups. Ethical and legal issues.</td>
<td>Stevens &amp; Smith Ch: 2, 12&lt;br&gt;Van Wormer Ch: 12&lt;br&gt;Comprehensive examination and scantron due at start of class session. (Late exams will not be accepted—do not ask.)</td>
</tr>
</tbody>
</table>

**Communication and office hours:**

_Instructor: Margaret Sherrill Luther, Ph.D., LPC, LMFT, NCC, CCDS_

For emails or voicemails, please _be sure_ to reference your name, course number/title, and date/time so it is clear which class you are in.

**Phone:** (361) 658-1667. Please call during business hours, M-Th from 9:00 AM to 5:00 PM, and Fri from 9:00 AM to noon. Please send an email for communication outside of office hours, and on weekends/holidays. Cell phone text messages and computer instant-messaging are _not_ accepted by the instructor.

**Email:** Margaret.Luther@tamucc.edu or msluthercc@gmail.com.

To receive a response to emails, students must _include a correct return email address_ in the message body or signature. In addition, students need to _identify their class_ by course number and title. Please _only use the above email addresses_ for correspondence. (Do not use the Blackboard system for emails unless specifically asked to do so by the instructor for a particular assignment.)

Students are to _refrain from texting and internet use_ during class sessions. Please refer to class policies for further information.

**Meetings by appointment.** Please email to schedule an appointment.

**Statement of Civility**

Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline
behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.


**This policy also applies to interaction with guest speakers and members of our community.**

### Class Policies

#### Accommodations

The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Students needing special accommodations** should make arrangements at the beginning of the semester—at least one week prior to specified deadlines for examinations or assignments. (Please do not approach the instructor and ask for special accommodations after a deadline has been missed, or if a student is unhappy with a grade, etc.) Students with mobility, communication, learning, and health issues that qualify under the Americans with Disabilities Act need to make arrangements through the appropriate university office and provide the required paperwork to the instructor—prior to the deadline for the assignment or examination.

Students needing accommodations for situations that may not qualify under ADA definitions, such as needing special translation services, are reminded to make arrangements with the instructor at least one week before posted deadlines.

#### Attendance

You will be responsible for attending each class and **being prepared to contribute to group and/or class discussion** by completing the assigned reading material on the session topic prior to class. Counseling/therapy in various venues requires a high level of personal responsibility within the profession to maintain client welfare. **You will be graded on participation, professional/ethical conduct, and preparation for discussion.**

Class attendance is mandatory. It is the student’s responsibility to be present if roll is called or to sign an attendance roster when distributed. To receive an “excused absence” for a class session, or to explain need for tardiness/leaving early, notification must be given via email BEFORE the class session—do not just casually notify the instructor verbally. Unexcused absences, and multiple incidents of tardiness/leaving early, will affect points given for participation. **Promptness is expected, as is staying for the entire class.**

However, please be respectful and do NOT come to class if you are ill, and please do not bring a sick child to class. If using the protocol described to inform the instructor, illness would be considered an excused absence. Please consider the wellbeing of the group; **please do not expose fellow students to a possibly contagious illness.**

**If there is tardiness or absence for any reason (excused or unexcused), it is the student’s responsibility to have a thorough understanding of material covered during the missed class time and to obtain handouts, notes, etc., from another student. When absent, students are still responsible for assignment deadlines.**

#### Confidentiality

**Maintaining confidentiality is expected.** Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Taking photographs and making audio/video recordings during class are not allowed unless there is full disclosure and prior consent given by all parties involved. If you wish to share with others outside the class, **discuss only your own reactions or experiences** and maintain confidentiality regarding other’s input. **This is an ethical issue.**

#### Professional Courtesy

Please be respectful and turn off cell phones, pagers, and other electronic media devices during class. **Students who talk on the phone, text messages during a class session, or are using any sort of media device, rather than participating in classroom activities, will be asked to leave the class session and will not be given credit for attending that session.** In case of being on-call for work or a family emergency, to maintain professional courtesy, the correct protocol is to inform the instructor before class, put the phone on “silent notification” or “vibrate,” and quietly leave the room to talk or text.
Please be courteous and pick up your trash such as paper, food/ drink containers. The instructor should not have to pick up your trash for the room to be left neat and clean for others.

A free exchange of ideas in the classroom is needed to understand different viewpoints and explore a variety of perspectives. Therefore, verbal or physical aggression will not be tolerated. Actions such as cursing or a demeaning verbal attack on any individual or group will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/examinations due that session. Such infractions may also result in other disciplinary or remedial actions. Please refer to the Statement of Civility.

In addition, attire should conform to common community standards as to what would be appropriate for a young child to see. Individuals wearing attire that does not meet these reasonable standards, such as clothing showing obscene words or images, will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/examinations due that session.

Academic Honesty

Any material—a sentence, paragraph, chart, drawing, photograph—that is copied or quoted from any print or electronic source, or resulting from another party’s efforts, must have the associated citation/reference—or this is considered plagiarism and subject to disciplinary action as described in the current university catalog. For example, if a student uses software with a copy/paste function to take another person’s work from the internet and the student claims/intimates that the work is his/her own, this is committing plagiarism. Each student is responsible for completing his or her own assignments for class. If a student asks another individual to complete work that will be misleadingly labeled as the student’s own efforts, this is a form of academic dishonesty.

Unless an assignment is explicitly described as a group project, each student is required to do his or her own work on assignments and take-home examinations. Given the ethics and accepted standard of conduct for our profession, any overture to unfairly collaborate, such as to give or get “help” on an assignment that is intended to be individual work, is academic dishonesty.

In a profession in which fidelity and trustworthiness are essential, if a student has knowledge of an act of academic dishonesty, the student is obligated to report the dishonesty to the instructor.

A grade of “0” or “F” will be given in cases of academic dishonesty, such as described above, or for work that has been previously submitted in another class and is being resubmitted for a current assignment. Students may be required to use specified software to verify that work was not plagiarized. Students will be given instructions regarding registration and instructions on use of the software.

Assignments

**Each student is responsible for having access to a computer to retrieve class information posted electronically, such as through Blackboard, and to verify that the student’s email address that is registered with the university system is a current (and working) email address so the instructor can use the university’s “email class” function to send class notices and required/supplemental material—or each student must get the material from another student in the class. Do not ask the instructor to make individual copies or re-send material to individual students.

Required reading/supplemental material will be noted as such when emailed or posted. Please be reminded that required and supplemental material is intended to expand the students’ knowledge base, promote critical thinking skills, and foster discussion. As such, a wide variety of viewpoints will be presented. The information is provided for general educational purposes, and opinions expressed by these authors cannot be assumed to represent the views of the instructor or university.

Examinations, papers, and assignments with a due date specified in the syllabus, will not be accepted after the due date. Students are given ample notification of course requirements and due dates. Students with an unexcused absence during examinations will not be able to take a make-up exam. (Please do not ask to be an exception to this requirement.) For a student with an excused absence, it is the student’s responsibility to make arrangements with the instructor to take a make-up exam or quiz.

All work, such as papers and reference lists, will be typed in the current APA format. If correct APA style is not used, the overall grade on the assignment will be lowered. Students’ work (papers, typed responses to examinations, and the like) must have all necessary references/citations in correct APA style, current edition, when outside sources are quoted or used for reference. Please do not turn in a copy of the original resource of cited information to the instructor, such as a copy of a journal article, unless specifically instructed to do so. Points may be deducted if students do not write at a collegiate level, using complete sentences, correct grammar/ punctuation, and proofreading spelling.

Students are reminded that they are at an educational level at which references should come from professional/scholarly sources. In other words, use peer-reviewed journals, professional texts, and the like. Using popular
resources of sometimes questionable merit, such as the several internet “encyclopedias” that are appropriate for students in high school, will result in the loss of points on your grade.

A paper copy of reports, examinations, and assignments (not an electronic copy) is due on or before the specified date, with multiple pages stapled. Work should not be unbound, nor should a paper clip be used. Do not use a plastic report cover or put assignments in any sort of folder. For assignments, when the number of pages is specified, this refers to the body of the work, and not reference lists, title page, etc.

Students’ assignments, such as examinations, papers, and other assignments, will only be kept for two weeks after the last class meeting of the course. After this time, for confidentiality, students’ work will be shredded. If a student wants to retrieve a graded assignment after the last class session, arrangements need to be made at least one week before the due date of the project.

For examinations and all assignments, it is the student’s responsibility to be sure to put their name on their work or test form and to “bubble in” the name on a scantron in order to receive a grade. It is also the student’s responsibility to have a pencil available every class session for unannounced quizzes, write legibly, and complete computer-graded forms so they can be scored accurately. Also, it is the student’s responsibility to submit a scantron that can be electronically graded, that is, no folding, tearing, wrinkling, and the like. If a scantron form is damaged or not properly identified, the test will not be graded and considered “no credit.” If there is talking during an examination or unauthorized use of written material such as notes, texts, etc., the student will be asked to leave and will fail that examination with the grade of zero. In most cases, the student will be asked to not write on the original test so it can be reused.

For PowerPoint presentations, because of university equipment variability, please store PowerPoint presentations on two types of electronic media such as CD and memory stick. If you are giving a presentation that requires equipment such as a PowerPoint projector, computer (and if internet connection is needed) it is the student’s responsibility to notify the instructor by email at least one week prior to your presentation date so that arrangements can be made.

Incomplete grades will be granted only when extraordinary circumstances arise and are the exception to the rule. Be aware that incomplete grades require paperwork from the student as well as from the professor, it is the student’s responsibility to meet with the instructor at least two weeks prior to the deadline for turning in grades if an incomplete is a necessity.

Group Work

When group work is assigned, there are occasional problems with one or more members not being responsible to the others in the group. If there are problems with an individual not attending meetings or not completing assignments by an agreed date, etc., students are reminded to inform the instructor as soon as possible. Do not wait until shortly before the assignment deadline to inform the instructor because then it is too late for remedial action. It is each student’s individual responsibility to notify the instructor in a timely manner if it appears that certain group members are not contributing to a class project. In addition, when group work is assigned, students will also be asked to complete a confidential evaluation form of fellow group members. (For those group members who are not responsible for completing their equitable share of work, those members will lose points on their grade.)

Communication

For emails or voicemails, please be sure to reference your name, course number/title, and class date/time so it is clear which course you are in. To facilitate responding to emails, please also include a correct return email address in the message body or signature. Cell phone text messages and computer instant-messaging are not accepted by the instructor. (Receipt of emails or voicemails may not be verified.)

Please note that the instructor has provided office and personal telephone numbers and email addresses to facilitate communication. As the instructor is preparing to exit the classroom, please do not expect to be able to have an extended conversation after a class session. Such impromptu communications do not provide required confidentiality, and typically, the instructor will need to leave to teach another class. For personal communications, please email, call, or set an appointment to meet with the instructor. Also, please recognize that the instructor will talk about an issue directly relating to counseling or your experience as a student, but is not in a position to offer advice on general personal problems. To avoid dual relationships, the instructor cannot act as a personal counselor for students’ general problems and will recommend working with a mental health professional.

Though courtesy and thoughtful intentions are appreciated, please do not send forwarded jokes, chain letters, solicitations for donations, and similar SPAM-type emails to the instructor. Please only send emails directly relating to university business or the field of counseling.

X. Textbook(s)

The textbook(s) adopted for this course is/are:


**Recommended resources but not required supplementary textbook(s) is/are:**

“Everyday terms” description of substance dependence/recovery from a 12-Step perspective:

**Helpful reference in electronic format:**
http://www.nida.nih.gov/PODAT/PODATindex.html

**XI. Bibliography**

*Please refer to the reference lists and resources posted by the instructor in Blackboard.*

**The knowledge bases that support course content and procedures include:**


### XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

### XIII. Disabilities Accommodations

*Please also refer to Class Policies regarding students requesting accommodations.*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
### Self-help Meeting Paper (15 points)

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<th></th>
<th>Excellent</th>
<th>Good</th>
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<tbody>
<tr>
<td><strong>Responsiveness (5 points):</strong> Addresses philosophy of self-help program; identifies response to the meeting and why this meeting was chosen</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td><strong>Standard:</strong> C6</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td><strong>Content (5 points):</strong></td>
<td>5</td>
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<tr>
<td>Demonstrates an understanding of the disease model and co-occurring disorders</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td><strong>Standard:</strong> CHMC-C4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Style (5 points):</strong> Paper is free from grammatical errors, includes appropriate references and citations</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tr>
</tbody>
</table>

- **5**  Student addressed all standards. Paper is clearly written and conforms to APA style. Citations provided to support assertions. Clearly communicates an understanding of the material. Well-integrated paper.
- **4**  Students addressed all standards. Minimal issues with APA style. Well-cited paper. Communicates understanding of the material.
- **2 - 3** Not all standards clearly addressed. Issues with APA style. Assertions are not supported. Assertions are unclear.
- **1**  Poor construction. Lack of adherence to APA style. Standards not addressed.
**Presentation Grading Rubric (25 points)**

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<th>Excellent</th>
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<tr>
<td><strong>Foundation (5 points):</strong></td>
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<td>4</td>
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<tr>
<td>Identifies role and function</td>
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<tr>
<td>and function of the addiction</td>
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<tr>
<td>counselor; identifies trend</td>
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<td>in selected disorder;</td>
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<td>addresses ethical and legal</td>
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<tr>
<td>considerations.</td>
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<tr>
<td><strong>Standards:</strong> A1, A2, A3</td>
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<tr>
<td><strong>Theory and diagnosis (5 points):</strong></td>
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<td>4</td>
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<tr>
<td>Identifies behavioral,</td>
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<td>psychological, physical, and</td>
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<td>social effects of disorder;</td>
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<tr>
<td>identifies a theory/model</td>
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<td>related to the etiology of the</td>
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<td>disorder; identifies disorders</td>
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<td>that may mimic symptoms and</td>
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<td>relevant co-existing disorders.</td>
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<tr>
<td><strong>Standards:</strong> A5, A6, A7/CMHC A6</td>
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<tr>
<td><strong>Treatment (5 points):</strong></td>
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<tr>
<td>Identifies relevant family,</td>
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<tr>
<td>social support, and</td>
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<tr>
<td>community systems important</td>
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<td>for recovery; identifies</td>
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<tr>
<td>relevant treatment strategies.</td>
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<td><strong>Standards:</strong> C3, C5</td>
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<tr>
<td><strong>Multicultural and Funding (5 points):</strong></td>
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<td>4</td>
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<tr>
<td>Identifies impact of</td>
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<tr>
<td>multicultural issues related</td>
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<tr>
<td>to community and treatment</td>
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<td>strategies; address accessibility of treatment and funding</td>
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<tr>
<td>sources.</td>
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<tr>
<td><strong>Standards:</strong> E1, E2, E3, E4</td>
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<tr>
<td><strong>Style (5 points):</strong></td>
<td>5</td>
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<tr>
<td>Presentation is free from</td>
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<tr>
<td>grammatical errors, includes</td>
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<td>appropriate references and</td>
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<tr>
<td>citations</td>
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</tbody>
</table>

- **5**  Student addressed all standards. Presentation was clear and well-organized. Citations provided to support assertions. Clearly communicates an understanding of the material. Well-integrated presentation.
- **4**  Students addressed all standards. Minimal issues with APA style. Well-cited. Communicates understanding of the material.
- **2 - 3**  Not all standards clearly addressed. Issues with organization. Assertions are not supported. Assertions are unclear.
- **1**  Poor construction. Lack of organization. Standards not addressed.
### Crisis/disaster Counseling for Addictions Presentation Grading Rubric (25 points)

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<th></th>
<th>Excellent</th>
<th>Good</th>
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<tbody>
<tr>
<td><strong>Foundation (5 points):</strong></td>
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<tr>
<td>Addresses how addictions may</td>
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<tr>
<td>be impacted by crises, trauma,</td>
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<td>and/or disasters.</td>
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<td><strong>Standards:</strong> A9</td>
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<td><strong>EMS (5 points):</strong></td>
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<tr>
<td>Identifies the role and</td>
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<td>function of emergency</td>
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<td>management systems within</td>
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<td>addiction agencies during</td>
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<tr>
<td>crises.</td>
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<td><strong>Standards:</strong> A10</td>
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<td><strong>Logistics, facilities, and</strong></td>
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<td>funding (5 points):**</td>
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<td>Provides an understanding of</td>
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<td>concrete logistics such as</td>
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<td>additional facilities (if</td>
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<td>applicable), following public</td>
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<tr>
<td>health policies/regulations,</td>
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<tr>
<td>staff, budget/funding,</td>
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<tr>
<td>program evaluation, etc.</td>
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<td><strong>Standards:</strong> B2</td>
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<td><strong>Intervention and advocacy</strong></td>
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<tr>
<td>(5 points):**</td>
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<tr>
<td>Identifies types of personal</td>
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<td>and community advocacy and</td>
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<td>elements of planning client</td>
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<td>aftercare and relapse</td>
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<td>prevention programs,</td>
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<td>specifically in the case of</td>
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<td>crisis/disaster.</td>
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<td><strong>Standards:</strong> C8</td>
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<td><strong>Style (5 points):</strong></td>
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<tr>
<td>Presentation is free from</td>
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<tr>
<td>grammatical errors, includes</td>
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<tr>
<td>citations</td>
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</tbody>
</table>

**5**  Student addressed all standards. Presentation was clear and well-organized. Citations provided to support assertions. Clearly communicates an understanding of the material. Well-integrated presentation.

**4**  Students addressed all standards. Minimal issues with APA style. Well-cited. Communicates understanding of the material.

**2 - 3**  Not all standards clearly addressed. Issues with organization. Assertions are not supported. Assertions are unclear.

**1**  Poor construction. Lack of organization. Standards not addressed.