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, or is used as an elective course in the curriculum for the Master Degree in Counseling within the Department of Counseling and Educational Psychology.
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 and other mental 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 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; and
(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students.

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:

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

(3) 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: Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant other.

A-7/CMHC-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, class discussion participation grade, and performance on crisis/disaster counseling project.

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, class discussion participation grade, performance on crisis/disaster counseling project.

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.
exam, research/presentation on substance use/process addictions, performance on crisis/disaster counseling project, 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, performance on crisis/disaster counseling project, 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 polices, programs, and services equitable/responsive to needs of clients with addictions 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, a 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 to determine 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:


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:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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</table>

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. 10 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. 25 points.

Self-help or 12-Step meetings. Each student will attend three self-help or 12-step meetings and write a 2-3 page reflective paper about the experience. Options include, but are not limited to AA, Al-Anon, NA, PDAP, and Celebrate Recovery. 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. 15 points.

SLOs: CMHC-C4, C6

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 projects. 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: Alcohol and CNS Depressants; Cannabis, Cocaine and Stimulants, Hallucinogens and Inhalants, Tobacco and Steroids. In your topic, identify why this is an important trend and cite relevant research and the manner in which services for the selected disorder are available and funded. *Presenters will be asked to analyze and use relevant and current data to cover:* ethical and legal issues related to your topic; role of the addiction counselor related to this topic; 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 including the identification of any disorders that can mimic similar symptoms or common co-existing disorders; model/theory related to treating the client; treatment planning and setting; evidence-based individual/group/family interventions, including pharmacological interventions when applicable; relapse and relapse prevention; multicultural issues that may impact protective factors or predisposition to development of the disorder and issues related to treatment. Use of PowerPoint is mandatory; providing additional handouts/information to the class is not mandatory but is encouraged. **25 points.**

- The lecture/powerpoint section of your presentations should provide additional information to textbook material. The time allotted for the lecture/powerpoint section of your presentation is 20 minutes. Students will be expected to time presentations to meet this requirement within one minute. Note: a student activity during your presentation enhances understanding. Handouts are helpful and encouraged.)
- 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. Please submit the list of references (an electronic copy is preferred) in correct APA style to the instructor prior to the presentation. 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.) Presenters will be responsible for ensuring that media used for presentation storage and retrieval is compatible with classroom equipment. Otherwise, student must coordinate with the department secretary to have the necessary equipment provided by the university audio/visual department.
- SLOs: A1, A2, A3, E3, E4, A5, A6, C3, C5, C7, E1, E2

**Project: Crisis/disaster counseling and addictions.**
Student groups will prepare a presentation on the effects of crisis and disasters on addictions counseling, and evaluate community resources in mitigating problems specific to this.

Your group members are on a committee of addictions counselors assigned to expand the aftercare program for your agency. The Board of Directors is particularly concerned with programming for relapse prevention and aftercare counseling—especially services during times of crisis and disaster. Your agency is located in a hurricane-prone coastal area, and two of your former clients have experienced the crisis situations of a house fire and flood during the past year. The Board has determined that this should be a top priority for management.

Here is the committee’s assignment. 1—Research existing local resources for addressing client needs in times of crisis/disaster, such as using material available on local emergency management programming from the City of Corpus Christi, Nueces County, Corpus Christi Caller-Times newspaper, police/fire department, and the like, such as how they work together to offer services—with a focus on counseling and addictions care. 2—Evaluate your agency’s current general aftercare and relapse prevention programming and responsiveness to public policy/needs. 3—Devise plans to expand the aftercare and relapse prevention work to specifically meet the needs of addictions clients during times of crisis and disaster. Your committee will make a 10-15 minute presentation before the Executive Committee, representing the general Board of Directors. (Presentations will be due on the date noted on the class calendar.) In addition to textbook and classroom information, as well as governmental sources, students need to also utilize material from a minimum of three, current professional journals (published less than 6 years ago) on incorporating evidence-based services in crisis/disaster addictions counseling.
Questions:
What are the basic elements of the overall treatment program at your agency, such as setting (outpatient/inpatient), individual and group counseling, family treatment, etc.
What are the primary elements to consider when planning general “aftercare” services and preventing relapse?
How are addictions clients impacted by a trauma-causing crisis or disaster?
Are there needs unique to a client with an addictions diagnosis during times of crisis/disaster?
How would crisis/disaster situations affect general treatment goals and relapse prevention strategies?
How do the existing community service providers cover client needs in times of crisis/disaster?
Are they responsive to public health policies/regulations related to addictions?
What part would your agency play in the current network of service providers? How would services be coordinated?
What types of personal and community advocacy would be helpful in this situation?
What are the elements that you need to consider when planning a client aftercare and relapse prevention program, specifically in the case of crisis/disaster?
In expanding your agency’s aftercare program, remember to consider concrete logistics such as additional facilities (if applicable), following public health policies/regulations, staff, budget/funding, program evaluation, etc.

On the presentation date, an outline of your presentation (agency and coalition elements) and a list of references are due. Electronic submission is preferred. (Be sure to include the names of the group members!) Please also refer to Class Policies. 25 points.

SLOs: A9, A10, B2, C8

IX. Course Schedule and Policies
CNEP 5312.001, Addictions Counseling. 7:00-9:30 PM, Thursdays, Jan 23-May 7, 2013, Room: TBA

<table>
<thead>
<tr>
<th>TUESDAYS Fall 2014, Aug 27-Dec 2</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2</td>
<td>Introduction. Effects of SUD on Society Dynamics of use and addiction to chemicals</td>
<td>Doweiko 1 &amp; 2 SIGN UP for presentations.</td>
</tr>
<tr>
<td>Sep 9</td>
<td>Pharmacology as it Pertains to Alcohol and Other Drugs</td>
<td>Doweiko 3</td>
</tr>
<tr>
<td>Sep 16</td>
<td>Alcohol and its Use in Modern Society. Alcohol Use Disorders.</td>
<td>Doweiko 4 &amp; 5</td>
</tr>
<tr>
<td>Sep 23</td>
<td>Barbiturates Benzodiazepines</td>
<td>Doweiko 6 &amp; 7</td>
</tr>
<tr>
<td>Sep 30</td>
<td>Opioids and OTC Analgesics</td>
<td>Doweiko 11 &amp; 15</td>
</tr>
<tr>
<td>Oct 7</td>
<td>CNS Stimulants Cocaine</td>
<td>Doweiko 8 &amp; 9 Presentations: Alcohol/CNS depressants</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Special Topics: Crisis and Disaster Management</td>
<td>Presentations: Crisis Intervention</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Marijuana Steroids Tobacco and Nicotine</td>
<td>Doweiko 10, 14 &amp; 16 Presentations: Opioids and OTC Analgesics</td>
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<tr>
<td>Oct 28</td>
<td>Pharmacological Interventions for SUDs Co-occurring Disorders</td>
<td>Doweiko 24 &amp; 32 Presentations: Cocaine/other stimulants</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Presentations</td>
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| Nov 4  | SUDs in Special Populations Licensure & Certification | Doweiko 17, 18, 19  
Marijuana/Synthetics |
| Nov 11 | Substance Use by Children, Adolescents, and College Students Relapse Prevention | Doweiko 20 & 21  
Tobacco and Nicotine |
| Nov 18 | Biopsychosocial Model; Assessment; Treatment         | Doweiko 25, 27, 30 & 33  
Licensure/Certification Issues |
| Nov 25 | Intervention, Process of Treatment, Spirituality     | Doweiko 28, 31, & 26  
Support Group Discussion |
| Dec 2  | Codependence, Enabling, Addiction and Family Problems/Solutions | Doweiko 22 & 23; Doweiko 36 & 37  
Drugs & Crime/Legalization Discussion |
| Dec 9  | Final Exam and all Class Assignments Due             | Deadline is 4:30PM. No Exceptions! |

**Communication and office hours:**

**Instructor:** Frederick Capps, Ph.D., LPC-S, NCC, ICAADC, QSAP  
For all calls or messages, please state your name and identify yourself as a student. Also, please reference the course number (CNEP 5312).  
**Phone:** (361) 857-6653. Please call during business hours, M-F from 9:00 AM to 4:00 PM. Please send an email for communication outside of office hours, and on weekends/holidays.  
**Email:** dr.fred@cappsand.com

**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 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.

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. Refer to student handbook for more information regarding academic honesty.

Assignments

Additional materials may be posted on Blackboard and may be addressed in presentations and exams. All work should be submitted to the instructor via email at the address stated in the syllabus. Examinations, papers, and assignments with a **due date specified in the syllabus, will not be accepted after the due date.** Students with an unexcused absence will not be allowed to make up work. This applies to presentations and exams.

All work, such as papers and reference lists, should be typed in the current APA format. 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. All written work is expected to be in keeping with APA style standards. Students are encouraged to take advantage of the Campus Writing Center for guidance and critique of work.

References should come from professional/scholarly sources. In other words, use peer-reviewed journals, professional texts, and the like.

An electronic copy is due on or before the specified date.

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. The student is responsible for meeting 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.)

X. Textbook(s)

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

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


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:


New York: AA World Services, Inc.


**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.

**XIV. Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# Self-help Meeting Paper (15 points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Responsiveness (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Addresses philosophy of self-help program; identifies response to the meeting and why this meeting was chosen</td>
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<tr>
<td><strong>Standard:</strong> C6</td>
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| **Content (5 points):** Demonstrates an understanding of the disease model and co-occurring disorders | 5         | 4    | 3    | 2    | 1    |
| **Standard:** CHMC-C4    |           |      |      |      |

| **Style (5 points):** Paper is free from grammatical errors, includes appropriate references and citations | 5         | 4    | 3    | 2    | 1    |

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Students addressed all standards. Minimal issues with APA style. Well-cited paper. Communicates understanding of the material.</td>
</tr>
<tr>
<td>2 - 3</td>
<td>Not all standards clearly addressed. Issues with APA style. Assertions are not supported. Assertions are unclear.</td>
</tr>
<tr>
<td>1</td>
<td>Poor construction. Lack of adherence to APA style. Standards not addressed.</td>
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</tbody>
</table>
## Presentation Grading Rubric (25 points)

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<th>Excellent</th>
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<th>Poor</th>
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<tbody>
<tr>
<td><strong>Foundation (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Identifies role and function of the addiction counselor; identifies trend in selected disorder; addresses ethical and legal considerations. <strong>Standards: A1, A2, A3</strong></td>
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<tr>
<td><strong>Theory and diagnosis (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Identifies behavioral, psychological, physical, and social effects of disorder; identifies a theory/model related to the etiology of the disorder; identifies disorders that may mimic symptoms and relevant co-existing disorders. <strong>Standards: A5, A6, A7/CMHC A6</strong></td>
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<tr>
<td><strong>Treatment (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Identifies relevant family, social support, and community systems important for recovery; identifies relevant treatment strategies. <strong>Standards: C3, C5</strong></td>
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<tr>
<td><strong>Multicultural and Funding (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Identifies impact of multicultural issues related to community and treatment strategies; address accessibility of treatment and funding sources. <strong>Standards: E1, E2, E3, E4</strong></td>
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<tr>
<td><strong>Style (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Presentation is free from grammatical errors, includes appropriate references and 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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<tr>
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<tbody>
<tr>
<td><strong>Foundation (5 points):</strong></td>
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<td>4</td>
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<tr>
<td>Addresses how addictions may be impacted by crises, trauma, and/or disasters. Standards: A9</td>
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<td><strong>EMS (5 points):</strong></td>
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<tr>
<td>Identifies the role and function of emergency management systems within addiction agencies during crises. Standards: A10</td>
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<tr>
<td><strong>Logistics, facilities, and funding (5 points):</strong></td>
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<td>3</td>
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<tr>
<td>Provides an understanding of concrete logistics such as additional facilities (if applicable), following public health policies/regulations, staff, budget/funding, program evaluation, etc. Standards: B2</td>
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<tr>
<td><strong>Intervention and advocacy (5 points):</strong></td>
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<td>2</td>
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<tr>
<td>Identifies types of personal and community advocacy and elements of planning client aftercare and relapse prevention programs, specifically in the case of crisis/disaster. Standards: C8</td>
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<tr>
<td><strong>Style (5 points):</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Presentation is free from grammatical errors, includes appropriate references and 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.