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

This course is required for students seeking to earn a master’s degree in counseling with a specialization in addictions counseling. This course also can be used as an elective by students in any of the other specializations (clinical mental health, school, or marriage, couple and family) offered within the Department of Counseling and Educational Psychology.

This course is designed to provide students with a fundamental understanding of addictions treatment and the counseling dynamics involved as well as the significant impact addictions have on our society. The course will help student apply their knowledge of individual, family, and group counseling strategies as they are applied to addictions counseling and the addictions treatment environment.

Recent advances in medicine and neuroscience challenge professional counselors and mental health professionals to examine biological bases for behavior, as well as integrated biopsychosocial treatments of addictive and other mental disorders. This course is designed to assist counselors in developing 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 School Counselors

- Understanding addiction counseling theories, models, and strategies.
- Working collaboratively to implement a program that helps clients learn decision-making skills.
• Promoting the worth, dignity, individuality, and potential of all members of a learner-centered community.
• Practicing active listening skills.

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;
3. Assessment principles and procedures, including the appropriate use of tests and test results;
4. Changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
5. Environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
6. Legal and ethical standards, practices, and issues;
7. The characteristics and educational needs of special populations; and
8. 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:

1. Provide a proactive, developmental guidance program based on the needs of students;
2. Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
3. Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
4. Coordinate resources for students within the school and community;
5. Participate in the selection, use, and interpretation of assessments and assessment results;
6. Use varied sources of information about students for assessment purposes;
7. Use counseling-related research techniques and practices to address student needs; and
8. 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 and Learning Outcomes

A) Objectives
This course is designed to meet 2009 CACREP standards (Standard II). The following standards are covered in this course. Standards shown in **bold type** represent the targeted course objectives that will be assessed in this course throughout the semester.

**Addictions Counseling Standards**

A-1: Understands the history, philosophy, and trends in addiction counseling.

A-2: Understands ethical and legal considerations specifically related to the practice of addiction counseling.

A-3: Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

A-4: Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.

A-5: Understands a variety of models and theories of addiction related to substance use and other addictions.

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.

A-9: Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.

A-10: Understands the operation of an emergency management system within addiction agencies and in the community.

B-1: Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

B-2: Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

C-3: Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.

C-4: Knows the disease concept and etiology of addiction and co-occurring disorders.

C-5: Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
C-6: Understands the principles and philosophies of addiction-related self-help programs.

C-7: Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.

C-8: Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

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.

D-8: Applies current record-keeping standards related to addiction counseling.

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.

E-1: Understands how living in a multicultural society affects clients with addictions.

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.

E-3: Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

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.

F-1: Maintains information regarding community resources to make appropriate referrals for clients with addictions.

F-2: Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

F-3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.

G-4: Identifies standard screening and assessment instruments for substance use disorders and process addictions.

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.

H-3: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
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.

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.

K-3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

K-4: Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

B) Learning Outcomes

This course infuses the Learning Objectives of CACREP II Standards, the state adopted proficiencies, and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course, students will:

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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 participation in class discussions.

- **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, and case study analyses papers.

- **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 case study analyses papers.

- **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 abstinence self-analysis paper.

- **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 participation in class discussions.

- **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 addictions clients during crises, disasters, and traumatic events as measured by a successful passing rate of 80% on a comprehensive exam and participation in class discussions.
• **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 participation in class discussions.

• **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, case study analyses papers, and participation in class discussions.

• **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, and participation in class discussions.

• **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, case study analyses papers, and participation in class discussions.

**VI. Course Topics**

- Identification of substances of abuse and the continuum of use
- Historical/current problems in addictions
- Biopsychosocial process of addictions
- Community consequences of addictions and addictive behaviors
- Theories and models of addictions and treatment
- Substance use disorders and process/behavioral addictions
- Assessment, diagnosis, and treatment planning
- Treatment options for inpatient and outpatient settings
- Individual, group, and family treatments and interventions
- Relapse/recurrence patterns and maintaining sobriety
- Prevention strategies and client education
- Working with diverse and multicultural groups
- Professional licensure and credentialing issues associated with working in Texas
- Treating dual disorders and co-existing medical conditions
- Ethical and legal issues in addictions counseling
VII. Instructional Methods and Activities

This course will be presented using a variety of teaching modalities. Course content will be presented in a traditional lecture format followed by class discussion and experiential learning. Multimedia resources, drills, demonstrations, and guest speakers may be used throughout the semester to supplement class lectures. Students are expected to actively participate in class and work collaboratively with their fellow counselors-in-training in developing a working knowledge of current counseling theories. In doing so, students will gain an appreciation for how formulating one’s own theoretical orientation helps guide the selection and implementation of various counseling techniques and interventions.

Additionally, students are required to become familiar with Blackboard as it serves as the primary repository for the information and files relevant to this course. Students can access the Blackboard page for this course at: https://bb9.tamucc.edu/ using their TAMUCC login.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Case Study Analyses

During the semester, two client case studies will be distributed. These case studies are designed to help you develop proficiency in assessing, diagnosing, and treating clients who present with problems related to addiction in their lives. Using the knowledge you gain in this course, you will be asked to complete the following for each case study:

1. Description of your client including an identification of his/her presenting issue(s) or problem(s)
2. Preliminary diagnosis for your client. Include a discussion of the signs and symptoms you noted that led to your decision. Be sure to mention any differential diagnoses you considered and what ultimately led you to exclude those disorders from consideration.
3. Description of the therapeutic process (i.e., what counseling looks like for a client who has this diagnosis) and any treatment goals you would establish for working with this client.
4. Description of the interventions/strategies/techniques that would be most appropriate for your work with this client.
5. Description of your plan for evaluating client progress and assessing the effectiveness of the interventions/strategies/techniques you choose to employ.

Due dates for these case study analyses are specified in the course schedule. Each paper should not exceed five pages (excluding cover page) in length. A minimum of five professional references other than course textbooks (used in this or any other course you may be taking) should be cited in each paper. References should come from current (2005-present) issues of scholarly journals. Each case study analysis paper will be worth 50 points, and a maximum of 100 points can be earned for this assignment.
Self-Help or 12-Step Meeting Reflection Paper

Each student will attend three self-help or 12-step meetings and write a 3-5 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. The reflection paper is worth 100 points toward your final course grade.

Guidelines for visiting self-help and 12-step meetings: Only attend “open” meetings which are designed to 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. While in attendance, you should not be taking any notes or recording any of the meeting. Remember that the complete anonymity of all participants should be respected during the meeting and in any evaluation process following the experience.

Abstinence Exercise and Paper

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, social networking, watching television, or cell phone texting) for a period of 3 weeks. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. This assignment will be graded based upon the criteria found in the Scoring Rubric for Abstinence Exercise located at the end of this syllabus.

During this assignment you will (a) write an introductory letter to your substance/behavior, (b) keep an abstinence log of your experiences, and (c) write a summary paper which will serve as the conclusion to the 3 week exercise. This assignment will have the following components:

A “Letter to my Substance/Behavior” – written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins the content for this letter is as follows:

Letter to my Substance/Behavior

This 1 – 2 page paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning…”) and should cover the following 5 areas:

1) How my addictive substance/behavior is loved and is considered a “friend”
2) How my addictive substance/behavior is sensual (appeals to my senses)
3) How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
5) How my addictive substance/behavior is hated – what it has “cost” me

An abstinence log – This log will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated (a minimum of half a page per entry) and should have a minimum of four entries per week. There will be a minimum of 12 entries in all.

A summary paper – This is to be a minimum two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience.

Note: Both your introductory letter and summary paper do not have to be formatted according to APA style guidelines. The complete project (including all three components) is worth 100 points toward your final grade.

Comprehensive Take-Home Examination

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, presentations and may require further research. Students must work independently on this examination. However, when appropriate, students may collaborate with each other for direction, (e.g., a student may ask a presenter how he or she went about researching a given topic.) 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. The examination is worth 100 points toward your final grade for the course.

B) Point Allocation

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<td>Case Studies (2 @ 50 points each)</td>
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<tr>
<td>Self-Help/12-Step Meeting Reflection Paper</td>
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<td>Abstinence Exercise and Paper</td>
<td>100</td>
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C) Grade Distribution

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<td>280-319</td>
<td>240-279</td>
<td>Below 240</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies

A) Course Schedule

See schedule for the current academic semester included at the end of this syllabus.

B) Course Policies

Attendance

Students are expected to attend each scheduled class session. While I believe class attendance to be important, I also realize that as adult learners, students have lives and responsibilities outside the classroom. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, I ask that you communicate with me as soon as possible so that I am aware of the situation and we can work together to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. Additional excused absences will be granted for participation in a religious holy day as outlined in the University catalog.

For absences that are not excused, the follow attendance policies are in place:

- Students are permitted only one unexcused absence without penalty during the semester. Upon a second unexcused absence, students will incur a 10% reduction in their final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students sleeping or acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Professionalism

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful, and unprofessional, behavior include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment and the professional degree being pursued
should always be acknowledged.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. Assignments not turned in 30 days after the due date will no longer be accepted and students will receive a zero for that particular assignment.

Extra Credit

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
• Assigning grade of "F" to work in question
• Assigning grade of "F" for course
• Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries form their instructor within 48 hours (excluding weekends and university-recognized holidays).
X. Textbooks


Optional Texts (recommended but NOT required):


Helpful reference in electronic format:

http://www.nida.nih.gov/PODAT/PODATindex.html

XI. Bibliography


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 website at 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. Disability 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. 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.

**XV. Course Assignment Evaluation Rubrics**

(See following pages)
## RUBRIC A

### Case Study Analysis Paper Rubric

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Conceptualization</strong>&lt;br&gt; _______ / 10 points</td>
<td>All elements of case conceptualization clearly fit to create a unified understanding to guide counseling process. Sophisticated conceptualization that identifies subtle issues.</td>
<td>Provides a useful description of key issues for developing treatment plan. Few if any inconsistencies.</td>
<td>Significant problems with conceptualization, such as irreconcilable discrepancies or missing key issues.</td>
</tr>
<tr>
<td><strong>Accurate Diagnosis</strong>&lt;br&gt; _______ / 20 points</td>
<td>Diagnosis is accurate and applied correctly. Major characteristics noted in client presentation are stated and discussed in the context of the case study.</td>
<td>Diagnosis is not complete. Major characteristics are stated but they are not discussed or supported in the context of this case study.</td>
<td>Diagnosis is inaccurate. Several major characteristics of the disorder were missed, overlooked, left out of your discussion or were incorrectly attributed to the client in the case study.</td>
</tr>
<tr>
<td><strong>Treatment Plan</strong>&lt;br&gt; _______ / 10 points</td>
<td>Treatment plan designed for this client utilizes a variety of strategies that are supported in the professional literature.</td>
<td>Treatment plan designed for this client contains a variety of strategies; however, some may not be supported by the professional literature.</td>
<td>Treatment plan is devoid of any logical strategies or techniques related that have a proven empirical basis to them.</td>
</tr>
<tr>
<td><strong>Grammar and APA Formatting</strong>&lt;br&gt; _______ / 5 points</td>
<td>Well-written, even flow. Evident that the paper was edited and reviewed prior to submission. Closely follows all the requirements related to format and layout.</td>
<td>Acceptable format. All requirements are not followed. Some grammatical and APA formatting errors were noted.</td>
<td>Poorly written, does not follow required format or layout. Numerous grammatical and APA formatting errors noted throughout.</td>
</tr>
<tr>
<td><strong>Use of Resources</strong>&lt;br&gt; _______ / 5 points</td>
<td>The number of references used exceeds the minimum for this assignment. All references are from scholarly sources and are fully integrated into the flow of the paper.</td>
<td>A sufficient number of resources were used; however, they are not fully integrated into the flow of the paper.</td>
<td>Less than the minimum number of sources were used or the sources used were not representative of scholarly work.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** _________ / 50 points

## RUBRIC B

### Self-Help/12-Step Meeting Reflection Paper Rubric
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsiveness (40 points):</strong></td>
<td>36-40</td>
<td>32-35</td>
<td>28-31</td>
<td>0-30</td>
</tr>
<tr>
<td>Addresses philosophy of self-help program; identifies response to the meeting and why this meeting was chosen. Standard: C6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content (40 points):</strong></td>
<td>36-40</td>
<td>32-35</td>
<td>28-31</td>
<td>0-30</td>
</tr>
<tr>
<td>Demonstrates an understanding of the disease model and co-occurring disorders. Standard: CHMC-C4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style (20 points):</strong></td>
<td>18-20</td>
<td>16-17</td>
<td>14-15</td>
<td>0-13</td>
</tr>
<tr>
<td>Paper is free from grammatical errors, includes appropriate references and citations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** ___________/ 100

**Legend**

- **Excellent**
  - 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.

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

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

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

Tentative Course Schedule (Summer 2015)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Introduction, Effects of SUD on Society, Dynamics of use and addiction to chemicals&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 1 &amp; 2</strong></td>
</tr>
<tr>
<td>June 3</td>
<td>Pharmacology as it Pertains to Alcohol and Other Drugs&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 3-5</strong></td>
</tr>
<tr>
<td>June 8</td>
<td>Barbiturates and Benzodiazepines&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 6 &amp; 7</strong></td>
</tr>
<tr>
<td>June 10</td>
<td>Opioids and OTC Analgesics&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 11 &amp; 15</strong></td>
</tr>
<tr>
<td>June 15</td>
<td>CNS Stimulants and Cocaine&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 8 &amp; 9</strong>&lt;br&gt;&lt;br&gt;<strong>Case Study Analysis #1 Due</strong></td>
</tr>
<tr>
<td>June 17</td>
<td>Marijuana, Steroids, Tobacco, and Nicotine&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 10, 14, &amp; 16</strong></td>
</tr>
<tr>
<td>June 22</td>
<td>SUDs in Special Populations, Substance Use by Children, Adolescents, and College Students, Relapse Prevention&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 17-21</strong>&lt;br&gt;&lt;br&gt;<strong>Case Study Analysis #2 Due</strong></td>
</tr>
<tr>
<td>June 24</td>
<td>Biopsychosocial Model; Assessment; Treatment&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 25, 27, 30, &amp; 33</strong>&lt;br&gt;&lt;br&gt;<strong>Meeting Reflection Paper Due</strong></td>
</tr>
<tr>
<td>June 29</td>
<td>Intervention, Process of Treatment, Spirituality, Licensure/Certification Issues&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 26, 28, &amp; 31</strong>&lt;br&gt;&lt;br&gt;<strong>Abstinence Project Paper Due</strong></td>
</tr>
<tr>
<td>July 1</td>
<td>Codependence, Enabling, Addiction and Family Problems/Solutions&lt;br&gt;&lt;br&gt;<strong>Doweiko Chapters 22, 23, 36, &amp; 37</strong></td>
</tr>
</tbody>
</table>

**COMPREHENSIVE EXAM DUE JULY 3, 2015 @ 5:00PM**