

# COURSE SYLLABUS



**COUN 514 – Drugs and Addictions**

**3 Semester Credits**

**[term, year]**

**Meeting Day/Time: [day, time]**

**Professor:**

**Email:**

**Office Phone:**

**Physical Office:**

**Virtual Office:**

**Office Hours:** Available on the following days and times:

[ Days]	[Times]

**Calendly Link:** Students should use the following Calendly link to schedule appointments:

[https://calendly.com/ .....](https://calendly.com/.....)

**VIRTUAL CLASSROOM LOCATION:**

## I. COURSE DESCRIPTION:

A comprehensive study of drugs and addictions. Particular focus will be placed on physiological functions related to the etiology and treatment of addiction in both therapeutic and educational settings, as well as on the Adventist perspective of holistic health.

## II. REQUIRED READING:

Stevens, Patricia & Smith, Robert (2012). Substance Abuse Counseling: Theory and Practice (5<sup>th</sup> edition). New York, New York: Pearson

### III. SUPPLEMENTAL MATERIALS:

#### 1. Selected books and articles:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* – Washington, D.C.: American Psychiatric Association.

Julien, Robert (1998). *A primer of drug action* (9th ed). New York: Worth Publishers.

#### 2. Selected Relevant Websites:

ACA Code of Ethics. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

AMHCA Code of Ethics:

<http://connections.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=d4310fcb-2f3c-c701-aa1d-5d0f53b8bc14>

APA Code of Ethics: <https://www.apa.org/ethics/code/>

IAFMC Code of Ethics: <http://www.iamfconline.org/public/IAMFC-Ethical-Code-Final.pdf> NAADAC Code of Ethics: <https://www.naadac.org/code-of-ethics>

NBCC Code of Ethics: <https://www.nbcc.org/ethics>

### IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

### V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

**eClass Help Desk:** Email [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu) or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email [it-helpdesk@southern.edu](mailto:it-helpdesk@southern.edu).

**McKee Research & Writing Center:** Call to make an appointment at **McKee Library**: 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at [sfordham@southern.edu](mailto:sfordham@southern.edu).

## VI. BIBLICAL FOUNDATION OF THE COURSE

*[to be filled in when course is taught]*

## VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Know the theories and etiology of addictions and addictive behaviors. [CACREP 2.F.3.d]
2. Understand the neurobiological and medical foundation and etiology of addiction and co-occurring disorders. [CACREP 5.C.1.d]
3. Recognize the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders [CACREP 5.C.2.e]
4. Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs [CACREP 5.G.2.i]
5. Demonstrate a working knowledge of pharmacology, toxicology, and the body's natural opiates (endorphins and enkephalins) as they relate to functions of the body.
6. Classify the types of mood-altering chemicals frequently misused (i.e., sedative-hypnotics, barbiturates, stimulants, hallucinogens, cannabinoids, opiates, etc.).
7. Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. [CACREP 5.G.2.i]
8. Be able to recognize symptoms of adult chemical dependence and other addictions.
9. Identify standard screening and assessment instruments for substance use disorders and process addictions.
10. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
11. Understand the value of health and the commitment to a lifestyle of wellness from the Seventh-day Adventist perspective.
12. Design community- and school-based prevention and intervention plans related to the effects of health and wellness, with plans to be implemented while taking COUN 581 or 586.

*\* Identifiers between brackets refer to the Clinical Mental Health Counseling (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course objective contributes.*

## VIII. HOW THE COURSE WORKS

### XIV. Policies and Procedures

#### 1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

## 2. Disabilities and Accommodations

1. In keeping with the University’s policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at [dss@southern.edu](mailto:dss@southern.edu).

## 3. Academic Honesty

1. Faculty Responsibilities:
  - i. Professor will clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
  - ii. “No collaboration” is the rule unless professor states otherwise.
2. Student Responsibilities:
  - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
  - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
  - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
  - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.
3. TurnItIn:
 

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

#### 4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
  - i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
  - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
  - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

#### 5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
  - i. Authenticate in person at Southern Adventist University.
  - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

## 6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

## 7. Transcripts

1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at  
<http://www.southern.edu/administration/records/transcripts.html>

## INSTRUCTIONAL STRATEGIES/METHODOLOGY

### 1. eClass

1. The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <https://access.southern.edu>. You can also put [eclass.e.southern.edu](http://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.
2. System Requirements: For system requirements, visit this page:  
<https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

## 2. Class Attendance/Presence

- i. Regular attendance and participation are essential for success in this class. Therefore, students are expected to attend class as scheduled and must complete assignments as outlined in the syllabus. Attendance at class and laboratory appointments is expected. Generally speaking, professors will not excuse absences for reasons other than illness, authorized school trips, or emergencies beyond the students' control.
- ii. Students are not penalized if they incur absences while participating in school-authorized activities, but they are held responsible for work they miss. It is their responsibility to initiate arrangements to make up their assignments. Students who are on conditional standing are not eligible to participate in extra-curricular trips if the trip would require them to miss more than one day of classes per semester.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor before any absence or within 24 hours from missed class meetings.

## 3. Communication

### 1. eClass Announcements

To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

### 2. Southern Email

To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."

## X. GRADES AND FEEDBACK PLAN

### 1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

### 2. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
2. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

### 3. Methods of Instruction

Lectures, special presentations by students and invited guests, and class discussions will be used in this course.

### 4. Diversity Considerations

In this course, considerable time will be dedicated to studying how issues associated with addiction are influenced by the cultural context. Students will also study how to use appropriate, culturally responsive modalities when working with clients with addictions and co-occurring disorders.

### 5. Incorporation of Research

#### 1. Students:

As part of a class project, students will conduct research activities associated with the efficacy of prevention and intervention plans for health and wellness as they are implemented in school and community settings.



2. *Instructor:*

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

Ciccolo, J. T. & Busch, A. M. (2014). Behavioral Interventions to Enhance Smoking Cessation: Summary of the Current Evidence. *American Journal of Lifestyle Medicine*.

Jenkins, M. S., Bean, W. G., & Luke, K. (2014). Part-time, e-learning interprofessional pain management education for the primary and community care setting. *British Journal of Pain*, 8 (1), 16-26.

Marini, V. A., Leibowitz, G. S., Burton, D. L., & Stickle, T. R. (2013). Victimization, Substance Use, and Sexual Aggression in Male Adolescent Sexual Offenders. *Criminal Justice and Behavior*.

Morgan, V. (2014). The Feasibility of a Holistic Wellness Program for HIV/AIDS Patients Residing in a Voluntary Inpatient Treatment Program. *Journal of holistic nursing*, 32 (1), 54-60.

Neukrug, E., Peterson, C., Bonner, M., & Lomas, G. (2013). A National Survey of Assessment Instruments Taught by Counselor Educators. *Counselor education and supervision*, 52 (3), 207-221.

**6. eClass**

1. The website for course access is [eclass.e.southern.edu](https://eclass.e.southern.edu). Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put [eclass.e.southern.edu](https://eclass.e.southern.edu) into their browser and enter their username and password. If one method does not work, they may try the other method.
2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

**7. Class Attendance/Presence**

1. *Attendance policy:*
  - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship

thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.

- ii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iii. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- iv. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

## 8. Communication

- 1. *eClass Announcements*
  - i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements
- 2. *Southern Email*
  - i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email

account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

*An important reminder:* when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

## XI. GRADES AND FEEDBACK PLAN

### 1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

### 2. Class Attendance Credit

- a) Students’ attendance will be taken every week through the university’s Attendance Tracking System (ATS). Ten (10 minutes) before class starts, a QR Code assigned to each class section will be displayed on the Zoom screen. Students will be able to scan the QR Code with their phones and their attendance will be recorded. Due to system’s limitations, the QR Code will disappear from the screen once the professor initiates the class and starts sharing other materials on screen (e.g., PowerPoints, videos, etc.) A total amount of Attendance points will be included in the final grade. Being present and punctual to every Zoom class is an easy way to accumulate points toward the final grade. Each unexcused absence will cause the system to deduct 2 points from the total attendance credits. Each unexcused tardiness of more than 10 minutes will cause the system to deduct 1 point from the total attendance credits.

- b) Again, due to system limitations, once class starts, the only way to receive attendance credits is if the points are entered manually by the professor in the grade book. Therefore, if a student is late to class but wants to receive attendance credit for the day, the student will need to send the professor a brief email explaining the situation, as soon as she or he enters the Zoom room. Once class is over, the professor will review the email and, if appropriate, will manually enter the attendance points in the grade book. Sending this email will be important because, during class, the professor will be focusing on the material being discussed and may or may not remember that a student was allowed into the Zoom room after class started.

### **3. Submission Times and Late Work Caution**

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.

### **4. Providing Feedback to the Professor**

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better. An informal survey with feedback questions will also be collected at mid-point in the semester.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at [access.southern.edu](https://access.southern.edu). Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

### **5. Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

As mentioned above, students are welcome to schedule appointments with the professor during office hours to discuss anything of concern. Appointments are most easily made using the Calendly link given at the opening of this syllabus.

## II. COURSE REQUIREMENTS AND ASSESSMENT:

### 1. Exams:

- a) Short answer and short essay.
- b) Exams will be 25% of the course grade.

### 2. Quizzes:

- a) Will be given each class except on the day of an exam.
- b) Short answer or short essay questions.
- c) Questions covering the material from the previous class.
- d) Will represent 25% of course grade.

### 3. Health and Wellness Plan:

- a) Working in pairs, students will develop a prevention and intervention plan related to health and wellness, to be implemented in school settings by school counseling students and in community settings by clinical mental health students. At least 10 references from the research literature supporting the efficacy of these plans will be required. Once completed, students should present their plans in class. Additional information about how to complete this assignment will be discussed during class.
- b) This assignment will represent 40% of the course grade.

### 4. Class Participation:

- a) Participation in class discussion is expected.
- b) This requirement will represent 10% of final course grade.

### 6. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

<i>Course Requirement</i>	<i>Number of Points</i>	<i>Percentage of Final Grade</i>	<i>Expected Outcome</i>
Exams	100	25	1-10 2.F.3.d, 5.G.2.i, 5.C.2.e
Quizzes	100	25	1-10 2.F.3.d, 5.C.1.d
Class participation	40	10	1-11
Health and wellness plan and presentation	160	40	11, 12 2.F.3.d
<b>TOTAL</b>	<b>400</b>	<b>100</b>	

### 1. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	376 – 400	94 – 100%
A-	360 – 375	90 – 93%
B+	348 – 359	87 – 89 %
B	336 – 347	84 – 86%
B-	320 – 335	80 – 83%
C+	308 – 319	77 – 79%
C	296 – 307	74 – 76%
C-	280 – 295	70 – 73%
D+	268 – 279	67 – 69%
D	256 – 267	64 – 66%
D-	240 – 255	60 – 63%

F	0 – 239	0 – 59%
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5. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

**XI. COURSE CALENDAR**

Date	Topic	CACREP Common Core Curricular and Specialty Areas	Assignment Due
T –	<ul style="list-style-type: none"> <li>•Discussion of Syllabus</li> <li>•Presentation Topic Assignments</li>   <li>•Chapter 1 – Introduction to Substance Abuse Counseling</li> </ul>		
W –	<ul style="list-style-type: none"> <li>•Chapter 2 – Ethical &amp; Legal Issues in Substance Abuse Counseling</li>   <li>•Introduction to Prevention and Intervention Plan for Health and Wellness</li> </ul>		
Th –	<ul style="list-style-type: none"> <li>•Chapter 3 – The Major Substances of Abuse and the Body</li>   <li>•Lecture and discussion</li> </ul>	<p>2.F.3.d</p> <p>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment</p>	<ul style="list-style-type: none"> <li>• Initiate pairing for prevention and intervention plan related to health and wellness; assignment of presentation dates for each pair</li>   <li>• <u>Quiz Chapter 1</u></li> </ul>

<p>T –</p>	<ul style="list-style-type: none"> <li>•Chapter 4 – Etiology of Substance Abuse: Why People Use</li>   <li>•Lecture and discussion</li> </ul>	<p>2.F.3.d Theories and etiology of addictions and addictive behaviors</p> <p>5.C.1.d Neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p>	<ul style="list-style-type: none"> <li>• <u>Quiz Chapter 3</u></li> </ul>
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Date	Topic	CACREP Common Core Curricular and Specialty Areas	• <u>Assignment Due</u>
W –	<ul style="list-style-type: none"> <li>•Chapter 5 – Assessment &amp; Diagnosis</li> <li>•Lecture and discussion</li> </ul>	<p>2.F.3.d Theories and etiology of addictions and addictive behaviors</p> <p>5.G.2.i Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</p> <p>5.C.2.e Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p>	<ul style="list-style-type: none"> <li>• Progress check on Health and Wellness Plan</li> <li>• <u>Quiz Chapter 4</u></li> </ul>
Th –	<ul style="list-style-type: none"> <li>•Chapter 6 – Treatment Setting Treatment Planning</li> <li>•Lecture and discussion</li> </ul>	<p>5.C.1.d Neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p>	<ul style="list-style-type: none"> <li>•<u>Exam Chapters 1-5</u></li> </ul>
T –	<ul style="list-style-type: none"> <li>•Chapter 7 – Individual Treatment</li> <li>•Chapter 8 – Group Treatment</li> <li>•Lecture and discussion</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Quiz Chapter 6</u></li> </ul>
W –	<ul style="list-style-type: none"> <li>•Chapter 9 – Family Treatment</li> <li>•Chapter 10 – Retaining Sobriety: Relapse Prevention</li> <li>•Lecture and discussion</li> </ul>	<p>2.F.3.d Theories and etiology of addictions and addictive behaviors</p> <p>5.C.1.d Neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p>	<ul style="list-style-type: none"> <li>• Health and Wellness Plan Presentations (1)</li> <li>• <u>Quiz Chapters 7 &amp; 8</u></li> </ul>

Date	Topic	CACREP Common Core Curricular and Specialty Areas	• <u>Assignment Due</u>
Th –	<ul style="list-style-type: none"> <li>•Chapter 11 – Working With Selected Populations</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Exam Chapters 6-10</u></li> </ul>
T –	<ul style="list-style-type: none"> <li>•Chapter 12 – Working with Diverse Cultures</li> <li>•Lecture and discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Health and Wellness Plan Presentations (2)</li> <li>• <u>Quiz Chapter 11</u></li> </ul>
W –	<ul style="list-style-type: none"> <li>•Chapter 13 – Prevention</li> <li>•Lecture and discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Health and Wellness Plan Presentations (3)</li> </ul>
Th –			<ul style="list-style-type: none"> <li>•<u>Exam Chapters 11-13</u></li> </ul>

## APPENDIX A

### Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

*To Serve, To Lead, To Transform*

**I. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.**

**II. *Goal of the School of Education and Psychology:*** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:

1. a caring person,
2. an informed facilitator,
3. a reflective decision maker, and
4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

**III. *Core Curricular Experiences and Learning Outcomes:***

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
  - (a) effective **counseling, prevention, and intervention**;
  - (b) service to clients who represent **diverse populations**; and
  - (c) **advocacy** to better the lives of individuals and communities.
2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
  - (a) meaningful **assessment** that facilitates a plan of action,
  - (b) **diagnosis** leading to appropriate treatment, and
  - (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
  - (a) conduct **research** that contributes to the knowledge base of the profession;
  - (b) critically **evaluate** research and apply current information to decision making; and
  - (c) conduct meaningful **program evaluations** that inform development and enhance services.
  
4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
  - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
  - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
  - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
  - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
  - (e) **leading** in the development and management of counseling practice in a clinical or school setting.