



**Department of Education  
Counseling Program**

**SYLLABUS**

**EDSR 6320 Substance Use, Abuse, and Addiction**

**SEMESTER: Sum 2026**

**PROFESSOR: Dr. Samuel Garcia, LPC-S**

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**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO  
MAKE AN APPOINTMENT:**

**VIRTUAL (Collaborate) –Anytime**

**Required Text:**

- 1) Lewis, Judith A., Dana, Robert, Q. and Blevins, Gregory, A. *Substance Abuse Counseling, 6<sup>th</sup> ed.* Cengage Learning.

ISBN-978-1-337-56661-2

- 2) Publication Manual of the American Psychological Association: 7<sup>th</sup> Edition, 10/11/2019.

ISBN: 978-1-4338-3217-8

**Course Purpose:** This course addresses prevention and treatment issues involved in chemical abuse and addictions for persons working in schools, community agencies, and criminal justice facilities.

**Course Description:** This course will examine the use, abuse and addiction of drugs in today's society. Major emphasis will be placed on the impact of substances use and abuse on the individual and on society as well as a balanced account of the physiological, psychological, and sociological aspects of drug use.

## **Course Objectives**

Upon successfully completing this course, students will be able to:

1. Describe the standard diagnostic and assessment practices employed in the field of chemical dependency counseling.
2. Identify, describe and discuss the addictive properties and symptoms of abuse associated with the following substances: alcohol, marijuana, heroin, amphetamines, cocaine, nicotine, prescription medications, anabolic steroids, and inhalants.
3. Identify and discuss the biological factors associated with substance use, abuse and addiction.
4. Identify and discuss the environmental factors associated with substance abuse and addiction.
5. Identify and discuss the multicultural issues associated with substance abuse and addiction.
6. Identify the legal and ethical issues associated with chemical dependency treatment.
7. Describe and discuss the psychodynamic approach to the treatment of chemical dependency.
8. Describe and discuss the cognitive-behavioral approach to the treatment of chemical dependency.
9. Describe and discuss the family systems approach to the treatment of chemical dependency.
10. Identify and describe the signs and symptoms of fetal alcohol syndrome.
11. Describe and discuss current trends in child and adolescent substance abuse and addiction.
12. Identify and describe the major infectious diseases frequently caused by substance abuse.
13. Describe and discuss various therapeutic approaches.
14. Describe the effects of substance abuse and addiction on the significant others in the life of the addict.

15. Identify and describe effective substance abuse prevention strategies.

**Marketable Skills:**

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.
3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Dissemination Plan: Marketable skills will be included in the course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the EDUC 6318 Multiculturalism and Diversity and EDUC 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be incorporated into coursework to develop these marketable skills with specialized research focus on the EDUC 5307 Research Methodology, EDUC 6319 Psychopathology, EDUC 6320 Substance Use, Abuse and Addiction, and EDUC 6350 Counseling and the Neurosciences coursework.

**American with Disabilities Act (ADA):**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

**Student Support Services:**

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly

automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816  
 Eagle Pass – 830) 758-5037  
 Uvalde- (830) 279-3027

**Technology Requirements:**

**Hardware Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

**System Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	<b>Minimum</b>	<b>Recommend</b>
<b>Operating System</b>	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
<b>Processor</b>	1 GHz processor	2 GHz or faster processor
<b>Memory</b>	512 MB of RAM	2 GB of RAM or higher
<b>Monitor Resolution</b>	1024 x 768	1024 x 768 or higher
<b>Free Hard Disk Space</b>	5 GB of free disk space	20 GB or higher of free space
<b>Internet Connection</b>	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
<b>Internet Browser</b>	FireFox	FireFox
<b>Java</b>	Java is required to use Blackboard. <a href="#">Visit our Java support page for information about troubleshooting Java.</a>	
<b>Macromedia Flash Player</b>	Flash may be required to play videos within the Blackboard system. <a href="#">You can download Flash from the Adobe website.</a>	

**Students are required to have regular, reliable access to a computer with a stable broadband Internet connection.** Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

<b>Browser Downloads</b>	<b>PC</b>	<b>Mac</b>
Mozilla Firefox	<a href="#">Download</a>	<a href="#">Download</a>
Safari	<a href="#">Download</a>	<a href="#">Download</a>
Google Chrome	<a href="#">Download</a>	<a href="#">Download</a>

**Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons.** First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browse-related issue. Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser, or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

**Additional Software and Plug-ins:** Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

<b>Application Downloads</b>		<b>PC</b>	<b>Mac</b>
<b>File Extension</b>			
Zoom			
Adobe Acrobat Reader	.pdf	<a href="#">Download</a>	<a href="#">Download</a>
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	<a href="#">Download</a>	<a href="#">Download</a>

<b>Microsoft Office Viewer</b>			
Word Viewer	.doc • .docx	<a href="#">Download</a>	n/a
PowerPoint Viewer	.ppt • .pptx	<a href="#">Download</a>	n/a
Excel Viewer	.xls • .xlsx	<a href="#">Download</a>	n/a

<b>Video Players</b>	<b>Common File Extensions</b>	<b>PC</b>	<b>Mac</b>
Macromedia Shockwave Player	.fla • .swa • .swf	<a href="#">Download</a>	<a href="#">Download</a>
QuickTime	.mov • .qt	<a href="#">Download</a>	<a href="#">Download</a>
Media Player Classic	.avi • .vlc • .wmv	<a href="#">Download</a>	n/a
VLC Media Player	.avi • .vlc • .wmv	<a href="#">Download</a>	<a href="#">Download</a>

<b>Additional Software</b>	<b>PC</b>	<b>Mac</b>
Microsoft Security Essentials	<a href="#">Download</a>	n/a
Ad-Aware Spyware Removal	<a href="#">Download</a>	n/a
Spybot Search and Destroy	<a href="#">Download</a>	n/a

## **Technical Skills**

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone, and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

- 1. ORIENTATION
- 2. COMMUNICATION
- 3. RESOURCES
- 4. ASSIGNMENT
- 5. TOOLS

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 or (888)837-2882 - 24 hrs. Monday-Sunday:

Tim Parsons (432-837-8525): [tim.parsons@sulross.edu](mailto:tim.parsons@sulross.edu)  
Estella Vega (432-837-8247): [estellav@sulross.edu](mailto:estellav@sulross.edu)

**Enhanced-video Streaming:** As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View your Menu on the Left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818  
Eagle Pass - (830) 758-5010  
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick  
(830) 279-3003  
Email: kbiddick@sulross.edu

### **Diversity:**

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

### **Scholastic Misconduct:**

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

### **Etiquette Expectations:**

Graduate students are expected to take responsibility for their own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the distance between parties, eye-contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

### **Attendance, Introduction, and Participation:**

Regular class attendance and participation are required aspects of this course. A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:

- o Full name.
- o Place of Birth.

- o Place raised
- o Describe family or culture that best describes you.
- o Your interest in your undergraduate degree.
- o Rationale for entering into the counseling program.
- o What you hope to accomplish with a Counseling training.
- o How you conclude this to be important.

Attendance has a value of 100 points for each class session for  $1000/100=100$  points.

Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives, and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances. You may be authorized to view a recording to maintain your points; however, permission must be granted.

Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.

Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices, and back-ground noise during class.

**Late Work:**

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

**Grading/Feedback:**

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. **Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.**

Qty.	Possible points	Grade
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Discussion Assignments	10	(10 x 100)/10=pts	<b>Total/6=Total Score</b> A = 90 to 103 B = 80 to 89 C = 70 to 79 D = 60 to 69 F = 59 and below
Video/Article Reflection	9	(9 x 120)/9=pts	
Quizzes	9	(100 pts. ea.)/10= pts	
Assessment Tools	5	(5 x 100)/5= pts	
Final Exam	1	100 pts.	
Movie Reflection Paper	1	100 pts.	

**Discussion Assignments:**

Throughout this master's-level substance abuse counseling course, students will complete a total of 11 discussion question assignments. For each assignment, students are expected to carefully read the discussion prompt and provide a thoughtful, well-developed response that directly addresses the question being asked. Responses should demonstrate a clear understanding of course concepts, assigned readings, and evidence-based practices relevant to substance abuse counseling.

Students are not required to respond to classmates' posts. The focus of each assignment is on the student's individual analysis, critical thinking, and application of counseling principles. Responses should reflect graduate-level writing and should be organized, professional, and free of grammatical and spelling errors. When appropriate, students should incorporate information from course materials and other scholarly sources to support their perspectives.

Discussion responses will be evaluated based on the student's ability to accurately apply substance abuse counseling concepts, demonstrate critical thinking, communicate ideas clearly and professionally, and fully address the discussion question. Students are expected to submit all responses by the assigned due dates and follow any additional

instructions provided by the instructor regarding formatting, citations, or length requirements.

**VIDEO REFLECTIONS:**

Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment immediately after the collaborate class session. There will be **9-graded video reflections** with a potential value of **120 points** for each assignment with an accumulated potential of 120 points.

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the “Reply” feature and enter your reflection. The following rubric is provided to guide your responses.

<b>Competency Level</b>	<b>Advanced (30)</b>	<b>Novice (20)</b>	<b>Student (10)</b>	<b>Unacceptable ( 0)</b>
<b>Competency 1</b> Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and offers a rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
<b>Competency 2</b> Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student is unable to identify any point of views.
<b>Competency 3.</b> Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.

<b>Competency 4.</b> Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
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### **QUIZZES:**

**Weekly exams are designed to evaluate knowledge level comprehension for each class content reviewed.** Each student will complete an exam on a weekly basis. exams are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen **(9) quizzes** with a **100-point potential for each exam.** Each exam will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions.

### **ASSESSMENT TOOLS:**

Students will access and administer **five (5)** assessment Inventory Tools. Each Survey has a value of 100 points each.

### **FINAL EXAM:**

**The final exam is a 100-question multiple-choice questions that are designed to assess comprehensive, application, analysis, synthesis and evaluative consideration of knowledge gained over the semester.** The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

### **MOVIE REFLECTION PAPER:**

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment will enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

I have provided students with a brief video explaining reflective learning and writing a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper, and it must contain at least **six (6) pages, which includes content, the Title page, and Reference page(s).** The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing. The assignment has a 100-point potential.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
<b>Depth of Reflection</b>  <b>— points</b>	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</p>	<p>With a value of</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</p>
<b>Required Components</b>  <b>— points</b>	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>

			the purpose of the assignment.	
<b>Structure</b>  ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>  ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

### PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
<b>Module 1</b>	<p><b>Discussion 1 Assignment:</b></p> <p><b>Reading Assignment:</b> Ch 1 Substance Abuse Counseling</p> <p><b>Exam 1:</b> Ch 1</p>

	<b>VR 1:</b> 1) Matrix Treatment-Roadmap for Recovery
<b>Module 2</b>	<p><b>Discussion 2 Assignment:</b></p> <p><b>Reading Assignment:</b> Ch 1 Substance Abuse Counseling</p> <p><b>Exam 1:</b> Ch 1</p> <p><b>VR 1:</b> 1) Matrix Treatment-Roadmap for Recovery</p>
<b>Module 3</b>	<p><b>Discussion 3 Assignment:</b></p> <p><b>Reading Assignment: Ch 2:</b> Drugs and Their Effects</p> <p><b>Exam 2:</b> Ch 2</p> <p><b>VR 2:</b> 1) 10 Dangerous Effects of Drugs on The Human Body; 2) Overdose Caught on Tape?; 3) The Secret Life of a Drug Addict; 4) FOX 11 Investigates: Zombie Drugs</p>
<b>Module 4</b>	<p><b>Discussion 4 Assignment:</b></p> <p><b>Reading Assignment: Ch 3:</b> Motivational interviewing</p> <p><b>Exam 3:</b> Ch 3</p> <p><b>VR 3:</b> 1) Introduction to Motivational interviewing 2) Motivational Interviewing (MI) with William Miller 3) Rounder</p>
<b>Module 5</b>	<p><b>Discussion 5 Assignment:</b></p> <p><b>Reading Assignment: Ch 4. Assessment and Treatment Planning</b></p> <p><b>Article:</b> Stages of Change</p> <p><b>Assessment Tools Assignment:</b> AUDIT, DAST-10, CAGE, MAST, ASSIST, ASSIT-Y 10-14, ASSIST-Y 15-17</p> <p><b>Exam 4:</b></p> <p><b>VR 4:</b> 1) Evidence-Based Treatment Planning for Substance Use Disorders. 2) Individualized Treatment Plans for Alcohol and Drug Addiction. 3) Treatment Planning for Substance Use Disorder</p>
<b>Module 6</b>	<b>Discussion 6 Assignment:</b>

	<p><b>Reading Assignment: Ch 5: Helping Clients Change</b></p> <p><b>Exam 5: Ch 5</b></p> <p><b>VR 5:</b> Legal and Ethical Standards for Addiction Counseling Confidentiality Self Care</p>
<b>Module 7</b>	<p><b>Discussion 7 Assignment:</b></p> <p><b>Reading Assignment: Ch 6: Empowering Clients Through Group Work</b></p> <p><b>Exam 6:</b></p> <p><b>VR 6:</b> TIP41 Group Therapy for Counseling Training and CEUs for LPC and Addiction Counselors</p>
<b>Module 8</b>	<p><b>Discussion 8 Assignment:</b></p> <p><b>Reading Assignment: Ch 7: Maintaining Change in Substance Use Behaviors</b></p> <p><b>Exam 7:</b></p> <p><b>VR 7:</b> Relapse Prevention for Counseling CEUs for LPC, LMHC, LCSW, Addiction and Substance Abuse Counselors</p>
<b>Module 9</b>	<p><b>Discussion 9 Assignment:</b></p> <p><b>Reading Assignment: Ch 8 Working with Families</b></p> <p><b>Exam 8:</b></p> <p><b>VR 8:</b> Substance Abuse and Bowen Theory</p>
<b>Module 10</b>	<p><b>Discussion 10 Assignment:</b></p> <p><b>Reading Assignment: Ch 9 Successful Services Programs</b></p> <p><b>Exam 9:</b></p> <p><b>VR 9: 1) 15th March 2017: Dr Frances Dark - Neuroscience &amp; motivation within mental health &amp; alcohol and drug</b>  <b>2) Khan Academy Medicine. Drug Abuse &amp; Addiction</b></p>
<b>Module 11</b>	<p><b>Discussion 11 Assignment:</b></p>

	<p><b>Reading Assignment:</b> Ch 10 Preventing Substance Abuse</p> <p><b>Exam 10:</b></p> <p><b>VR 10:</b> 1) Solution Focused Recovery Coaching; 2) Existential Therapy in the Treatment of Substance Abuse and Addiction; 3) Three Approaches to Treating Addiction by Dr. Bob Weathers 4) Gestalt Therapy and Harm Reduction –Scott Kellogg; 5) What is Gestalt Therapy</p>
<b>Module 12</b>	<p><b>Final Exam Due</b></p> <p><b>Movie Reflection Paper Due</b></p>