



**COUN 6364 Counseling for Addictions  
FALL/2017**

*This is a required course for the Clinical Mental Health Counseling Degree*

**College of Education, Department of Counselor Education**

**Instructor:** Tina Ainsworth, Ph.D., LPC, LSOTP  
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Office hours: By appointment

**Day and time the class meets:** Mondays, 5:30-8:20pm

**Location of class:** Teacher Education Center, Main Campus, Room 131

**Course Description: (Catalogue)** This course covers the theory, research and practice of substance abuse prevention and chemical dependency counseling with special application to the functions of counselors. Prerequisite: CNE 564 or equivalent. Credit: 3 hours.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Required Textbooks:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5  
Sinicola, R. S., & Peters-Strickland, T. (2012). *Basic psychopharmacology for counselors and psychotherapists* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-707980-X  
Stevens, P., & Smith, R. L. (2013). *Substance abuse counseling: Theory and practice* (5th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-261564-8

Occasionally other readings (journal articles) will be assigned

### Course Format: (Methods of Instruction)

1. Lectures
2. Videos
3. Power Point Presentations
4. Guest Speakers
5. Class Room Discussions
6. Internet Resources
7. Experiential activities

### Course Content:

Upon completion of this course students will:

- a. Gain an understanding of the addictive personality and be able to describe the addictive personality.
- b. Gain the knowledge necessary to describe the theories of substance abuse.
- c. Develop an understanding of diverse theoretical formulations and skills used to implement differential treatment modalities used in addiction counseling.
- d. Examine their own values, beliefs, and experiences as a means of developing an informed and personally aware approach to addictions counseling.
- e. Develop an accurate and current knowledge base concerning addictions, addictive behaviors, addictive influences, and addictive substances through conducting research and independent inquiry to study the current professional literature pertinent to the addictions field.
- f. Become familiar with current issues/research in the addictions field.
- g. Develop an understanding of the ethical and professional dimensions of addiction counseling.
- h. Develop a sensitivity to and awareness of culture and gender issues as they relate to addictions counseling.
- i. Gain the basic knowledge necessary for providing substance abuse prevention services.
- j. Gain knowledge of the process addictions
- k. Develop an understanding of ethical considerations in addictions counseling.

### Course Requirements:

- **Late assignment policy:** **All work is due on the date specified. Late work will not be accepted or awarded credit.**
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including any on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course. Please refresh your memory on what constitutes plagiarism. Not knowing is not an option.**
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)

The use by students of electronic devices that perform the function of a telephone or text messenger during class-time is prohibited. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

<http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).

- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

- **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.

NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>



### NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

### The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

### **SHSU Dispositions and Diversity Proficiencies**

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

### **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Matrix:**

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - NCATE Standard 1 (all applicable elements) used when there is not a SPA
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - ISTE NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment, including multicultural issues	Class Lecture and Discussion	Exam  Treatment Plan Project	CA-II.G.3.g
Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	Class lecture and Discussion	Diagnosis and Treatment Plan Project  Power Point Presentation for Parents	CMHC-A.6
Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	Class lecture and discussion	Diagnosis and Treatment Plan Project  Reaction Paper	CMHC-B.1 CF 1
Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Class lecture and discussion, videos	Power Point Presentation for Parents	CMHC-C.1 CF 1

Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Class Lecture and Discussion	Diagnosis and Treatment Plan Project	CMHC-C.2 CF 1
Knows the disease concept and etiology of addiction and co-occurring disorders	Class lecture, discussion, videos	Course exam	CMHC-C.4 CF 1
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Class lecture and discussion	Diagnosis and Treatment plan project	CMHC-C.7 CF 1
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Class lecture and discussion	Course exam  Reaction paper  Interview Project	CMHC-C.8 CF 1
Identifies standard screening and assessment instruments for substance use disorders and process addictions.	Class lecture and discussion	Diagnosis and treatment plan project	CMHC-G.4 CF 1
Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Class lecture and discussion	Diagnosis and Treatment Plan Project	CMHC-K.1 CF 1
Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Class lecture and discussion	Diagnosis and treatment planning project	CMHC-K.3 CF 1
Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	Readings	Psychopharmacology Exam  Class Discussion	CACREP CMHC G.3

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 caseload management.	Conduct Practice Intake Interview	Interview Project	CACREP, CMHC H.2
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Program specific URL address for *Specialty Program Association (SPA) standards*:

<http://www.cacrep.org>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

### ***COUNSELING PROGRAM ATTENDANCE POLICY:***

Regular and punctual attendance is expected. During the fall and spring semesters, the policy established by the Counseling Faculty is as follows: (1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is **REQUIRED**. If you expect to arrive late to class, an email to the professor is also **REQUIRED**. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The faculty will discuss the letter in a meeting and decide if the letter grade will drop or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.

### ***INSTRUCTIONAL PROCEDURES:***

Participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

### ***Course Evaluation:***

Since this is a graduate level course, the quality of work and performance will be expected to reflect the attainment of that academic standing. The quality of the work including attitude of students toward the profession and/or clients will be monitored by the instructor. Readiness to enter the profession and conduct unbecoming a professional counselor will affect the grade.

Evaluation is an ongoing process and will be based on the statements above and the following criteria. You are expected to interact in a respectful manner with all of your classmates, and attend to each person when they speak. All work is expected to meet graduate level standards.



1. **Attendance and Participation:** Students are expected to come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. Students are expected to arrive on time unless the faculty states otherwise. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

#### Grading Rubric

- 20-25 points---active involvement in all discussions in each class, providing significant input, completing all low-stakes writing assignments at the beginning of class
- 10-15 points---involvement in all discussions reflecting understanding of the topics,
- 5-10 points---minimal participation in discussions

2. **Parent Presentation: (100 points) CMHC C.1**

Make a PowerPoint presentation with the purpose of educating a parent group about the signs and symptoms of one class of substances. Provide them with community resources from this region to assist them should they find that their teen has a substance use diagnosis. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders. Do not plagiarize. Cite your sources. Use your own words.

#### Grading Rubric:

Signs and Symptoms of Drug Class	20
Discussion of Community Resources	20
Signs and Symptoms of Drug Use/Abuse (physical, behavioral, psychological)	20
Potential comorbid Mental Disorders	20
<u>How to prevent substance abuse</u>	<u>20</u>
Total	100

3. **Reaction Paper:** Each student must attend two (2) **open** meetings of a 12-step Program (e.g., AA, NA, Alanon, etc.) of their choice and write a five (3-4) page paper about their experience. In the paper, students should compare what they experienced at the meeting with what they have learned about 12-step Programs and other counseling approaches in the course. This paper must be written and conform to APA style including the use of headings. The paper should also cover the following topics;

- Demographics--- how many people where at the meeting; ratio of women to men; approximate age range; racial/ethnic make-up
- From a counselor's perspective---what occurred at the meeting? What did you see in the meeting that was related to the course material? What was the most beneficial/harmful aspect of the meeting from your perspective?
- What is your opinion of recommending that clients attend 12 step-group meetings? Why/Why not? If you would recommend the use of 12-step-group meetings, when would you recommend attendance at 12 step-group meetings and how long would you recommend that a client attend?
- How has your experience of attending a 12-step-group meeting enhanced your knowledge

of addiction and how will it serve you as a tool when providing professional counseling services.

- The reaction paper is worth 100 points.

**Grading Rubric:**

Following Assignment Guidelines	10
Following APA Format	10
Description of Experience	20
Discussion of What was Learned	20
Discussion Self-Help Programs as Treatment	20
How Your Understanding of Substance Use was Enhanced	20
Total	100

- 4. Self-Change Activity and Paper:** Each student will identify at the second class meeting a substance or activity from which he or she will abstain for the semester. Specific guidelines for this project can be found on page 14 of the syllabus. This project is worth 100 points.

**Grading Rubric:**

The student's adherence to the project guidelines	10 points
Writing according to APA guidelines	10 points
Grammar and spelling	10 points
<u>Overall content and integration of the nine topics</u>	<u>70 points</u>
Total	100 points

- 5. Addictions Exam:** CMHC C.4

There will be One (1) exam given during the semester covering the addictions material. The Exam will consist of multiple choice questions and short answer essay questions. The exam will be worth 50 points.

- 6. Treatment Plan and Diagnosis Project:** Details will be provided. (100 points) CMHC A.6; B.1; C.2; C.7; G.4; K.1; K.3

For this project, you will be completing a diagnosis and treatment plan. You will read the case and then write a Diagnosis based on the DSM 5 using the Diagnosis and Treatment Plan template provided. Please note that because many have not been exposed to the DSM 5, I will only be looking for a Substance Use Disorder diagnosis. You will also include four initial treatment method recommendations and you will write a treatment plan focused on three problems.

**Grading Rubric:**

Accurately completing the Counseling Plan/Diagnosis Form	15
Identifying most appropriate diagnosis/ and rationale for diagnosis	25
Making appropriate treatment recommendations	10
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions	
For each of three problems	50
Total	100

**7. Practice Intake Interview and Write-up (100 points) CMHC C.8; H.2**

Students will be paired up with each other and will complete the Adult Intake Form as though you were a client seeking counseling for a substance use problem. You may also use any additional information that is provided in class to supplement the adult intake form. After completing the form(s), students will write a two page paper describing your experience in conducting the interview and what you learned about intake interviews, the mental status evaluation, taking a biopsychosocial history, taking a mental health history, and a psychological assessment for treatment planning. Also, describe what additional items you would include in the intake and what you would eliminate if anything. You will turn both the intake form and the two page paper in. The intake form can be submitted in class. The paper needs to be submitted via blackboard.

**Grading Rubric:**

Grammar and spelling	10 points
Completing the Intake form with no Blanks	10 points
Content, thoroughness, and Integration	70 points
The demonstration of following the guidelines	10 points
Total	100 points

**8. Psychopharmacology Exam (100 points-Take Home/online). G.3**

Exam may consist of essay, short answer, objective questions, diagnosing, and treatment planning and will cover all related course material.

**Grading Policy/Formula:**

1. Attendance & Participation	25	A	608-675
2. Reaction Paper	100	B	540-607
3. Abstinence Activity & Paper	100	C	472-539
4. Addictions Exam	50	F	Below 472
5. Treatment Plan	100		
6. Parent Presentation	100		
7. Intake Interview	100		
8. Psychopharmacology Exam	100		
Total Possible Points	675		

**\*\*No assignments will be accepted.**

**You are required to use APA writing style as presented in the Publication Manual of the American Psychological Association, Sixth Edition. Students need to include a running head, although an abstract is optional. A cover page providing the student's name, course #, semester and date is, of course, required as per APA.**

### Expectations:

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

### Course Policies:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students are expected to submit all assignments in Blackboard by the date and time indicated in Blackboard and the course schedule. Assignments should be sent as attachments. **Late work will not be accepted or awarded credit. There will be no make-up work.**
3. Acts of cheating and plagiarism are not tolerated in the Counseling program. This includes copying website material for power points, submitting a paper that you submitted to another class, or only changing the words in a sentence, and not the structure of the sentence. These offenses could result in failure of a course and/or dismissal from the program.

**Supplemental Bibliography:**

- Bissell, L., & Royce, J. E. (1994). *Ethics for addiction professionals*. Center City, MN: Hazelden.
- Doweiko, H. E. (2002). *Concepts of chemical dependency* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Fisher, G. L., & Harrison, T. C. (2009). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (4th ed.). Boston, MA: Allyn & Bacon.
- Inciardi, J. A., & McElrath, K. (Eds.) (1995). *The American drug scene: An anthology*. Los Angeles: Roxbury Publishing.
- Kulewicz, S. F. (1996). *The twelve core functions of a counselor*. Marlborough, CT: Counselor Publications.
- Perkinson, R. R. (2002). *Chemical dependency counseling: A practical guide*. Thousand Oaks, CA: Sage Publications.
- Williamson, P. (1989). *Sex addiction: Denial, acceptance, return to sanity*. Center City, MN: Hazelden.

**Videos:**

Rain in my Heart (You Tube-10 part series)

Use, Abuse & Addiction: The Physiology, neurochemistry and sociology of drugs, & Compulsive Behaviors (2009). (NGL—RC 564.U84)

**Movies:**

Suggested Movies with Substance Abuse Themes		
Barfly	Gia	Requiem for a Dream
Basketball Diaries	High Art	Rush
Blow	Kids	Spun
The Boost	Leaving Las Vegas	Studio 54
Broken Vessels	Less than Zero	Thirteen
Cat on a Hot Tin Roof	Life as a House	Traffic
Clean and Sober	Narc	Trainspotting
Days of Wine and Roses	Nowhere	28 Days
The Doors	Party Monster	21 Grams
Drugstore Cowboy	Pay It Forward	When a Man Loves a Woman
Easy Rider	Permanent Midnight	Who's Afraid of Virginia Woolfe?
Fear and Loathing in Las Vegas	Pulp Fiction	

## Self-Change (Abstinence) Project

Counselors have the responsibility of helping clients make changes in their lives that they desire. The process of change is often difficult and can be affected by setbacks. Often, the initial goal of change is altered because of the difficulty involved in making changes.

Students are to engage in a self-change (abstinence) project in order to gain an understanding of the difficulty that will be encountered by clients and so that they will experience some of the challenges faced by clients.

### Project

1. Duration: 10 weeks
2. Students are to select a substance or activity from which they will abstain for the semester (must be approved by instructor).
3. Students should keep a weekly journal of their progress toward reaching their goal (3 journal entries per week is suggested)
4. Students will write a paper (following APA guidelines), 4-5 pages, that summarizes the self-change (abstinence) project according to the following: (Be sure to use headings and not letters or numbers.)
  - A. How you decided on the substance or activity and why it was chosen
  - B. Description of your plan of action
  - C. How you maintained abstinence or change
  - D. Incidents of relapse
  - E. Your reaction to having relapsed
  - F. Defense mechanisms used
  - G. Withdrawal symptoms experienced
  - H. Your general reaction to this assignment for yourself and future professional counselors
  - I. What you personally learned about yourself as a result of this exercise.
5. The journal should be turned in with the paper; however, it will not be graded.
6. This project will be worth 100 points.

### Grading Rubric:

The student's adherence to the project guidelines	10 points
Writing according to APA guidelines	10 points
Grammar and spelling	10 points
Overall content and integration of the nine topics	<u>70 points</u>
Total	100 points

**Class Schedule**  
**Spring/2017**  
 (Subject to Change with Notice)

STEV: Substance Abuse Text

S&P: Psychopharmacology Text

Additional readings may be assigned

Date	Date	Topic	Assignment
9/11	Week 1	Review of Syllabus and course requirements, Basics of neurobiology, psychopharmacology,	S&P: Chapters 1-2  <b>Self-Change Project Topic Due/Begin</b>
9/11	Week 1	Pharmacokinetics, History Taking and Assessment. Additional assessment information will be presented in class	S&P: Chapter 3- 4
9/18	Week 2	Treatment of Unipolar depression, bipolar depression, and anxiety disorders	S&P: Chapters 5-7
9/25	Week 3	Treatment of psychotic disorders, attention disorders, and cognitive disorders	S&P: Chapter 8-10
10/2	Week 4	Treatment of sleep disorders, personality disorders, co-occurring conditions and other disorders. Case discussion	S&P 11-14 and discussion of cases Ch 15-19 (individual chapter assignments TBD)
10/9	Week 5	Introduction  Ethical and Legal Issues	STEV: Chapter 1 - 2
10/9	Week 5	Major Substances of Abuse, Etiology of Substance Use  Discussion: Summarize the disease concept and etiology of addiction and co-occurring disorders. Students' responses will be presented in class for discussion and comment.	STEV: Chapter 3-4  <b>Reaction Paper Due</b>

10/16	Week 6	Assessment and Diagnosis, Treatment Setting and Treatment Planning	STEV: Read Chapter 5 -6 <b>Psychopharmacology Take Home Due</b>
10/23	Week 7	Individual, Group, and Family Treatment	STEV: Chapter 7-9
10/30	Week 8	Relapse Prevention	STEV: Chapter 10 <b>Treatment Plan Due</b>
11/6	Week 9	Diverse Populations, Multicultural Issues	STEV: Chapter 11-12
11/13	Week 10	Substance Abuse Prevention Discussion Review for Final Exam	STEV: Chapter 13 <b>Intake Interview Due</b>
11/20	Week 11	<b>Parent Presentations</b>	<b>Self-Change Project Due</b>
11/27	Week 11	<b>Parent Presentations</b> <b>Class Discussion/Wrap-up</b>	<b>Final Exam Due</b>