



North Carolina Central University
"Communicating to Succeed."

School of Education

"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

Counselor Education Program (CEP)

The Counselor Education Program's mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

Syllabus
CON 5327

Prevention, Treatment and Intervention of Alcohol, Drug and Behavioral Addictions
Spring Semester 2018
3 Credit Hours

Instructor: Robert A. Horne, Ph.D., M.Div., NCC, ACS, LPC, LCAS, CSI, ICAADC
Office: Rm. 2099, H. M. Michaux, Jr. School of Education
Phone: 919.530.6691
Email: Rhorne6@NCCU.edu (Best method of contact)
SKYPE ID: Live:Rhorne6

***Office Hours:** Monday: 1pm – 4pm (Skype by appointment)
Tuesday: 9am – 12pm
Wednesday: 9am -12pm
Thursday: 1pm – 4pm (Skype by appointment)
Other times by appointment

*** All office hour times are Eastern Standard Time (EST). To provide each student with the optimal amount of respect, confidentiality, and attention *all* office hour visits must be scheduled a minimum of 24 hours in advance.**

If you are coming to visit the campus and want to meet in-person please email me in advance for a specific time. Or if you want to coordinate a SKYPE or phone meeting please email me at Rhorne6@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. SKYPE NAME: "Live:Rhorne6".

Required Textbooks & Materials:

1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Herdman, J. (2013). *Global Criteria: The 12 Core Functions of the Substance Abuse Counselor* (6th).

Parallels: Pathways to Change. ISBN-10: 0976834154

3. Miller, W. R., Forchimes, A. A., McLellan, A. T., (2011). *Treating Addiction: A Guide for Professionals*. ISBN-13: 9781609186388
4. Substance Abuse and Mental Health Services Administration (2008). *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice*.
<https://store.samhsa.gov/shin/content/SMA12-4171/SMA12-4171.pdf>
5. Substance Abuse and Mental Health Services Administration (2013). *What is an Evidence-Based Intervention (EBI)?*
<http://www.preventionnetwork.org/Data/Sites/1/resourcesmaterials/evidencebasedinterventions2013.pdf>
6. Substance Abuse and Mental Health Services Administration (2015). *Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment*
<https://store.samhsa.gov/shin/content/SMA09-4381/TIP50.pdf>

Suggested Readings

1. Substance Abuse and Mental Health Services Administration (2008). *Competencies for Substance Abuse Treatment Clinical Supervisors*.
<http://store.samhsa.gov/shin/content/SMA12-4243/SMA12-4243.pdf>
2. Substance Abuse and Mental Health Services Administration (2009). *Identifying and Selecting Evidence-Based Interventions for Substance Abuse Prevention* (DHHS Publication No. SMA09-4205)
<http://store.samhsa.gov/product/Identifying-and-Selecting-Evidence-Based-Interventions-for-Substance-Abuse-Prevention/SMA09-4205>
3. Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders Technical Assistance Publication (TAP) Series 19
<http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf>

Skype Account - I suggest that you get a free SKYPE account so that you can communicate with faculty, classmates and your research group.

Website: <http://onlinecourse.nccu.edu/> This class will be somewhat of a web-enhanced class and will utilize the campus "Blackboard" system. Every candidate/student will be set up with a username and password (if you don't already have one). You will be required to log on to the Blackboard system to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676. Please see the last page of syllabi for instructions on Bb Access instructions

Email Correspondence: When contacting me via email your email subject line should be relevant to your email content. Please use "CON 53XX:" and then describe the nature of your email. Students are supposed to communicate with faculty using their NCCU email. Please be sure that you use yours and check it regularly.

Course Description

This course focuses on substance use and behavioral health issues as related to addiction prevention, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover prevention, treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and

clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

Student Learning Outcomes/Outcomes

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

This course focuses on substance use and behavioral health issues as related to addiction screening, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

1. Analyze the process by which a client is determined appropriate and eligible for admission to a particular program. (G.S. 90-113.41A(a)(2)b).
2. Conduct an administrative and initial assessment procedure for admission to a program. (G.S. 90-113.41A(a)(2)b).
3. Describe the 5 parts of the Client Orientation process: a) general nature and goals of the program; b) rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; c) in a non-residential program, the hours during which services are available; d) treatment costs to be borne by the client, if any; and e) client's rights. (G.S. 90-113.41A(a)(2)b).
4. Explain procedures by which a counselor/program identifies and evaluates an individual's strengths, weaknesses, problems and needs for the development of the treatment plan. (G.S. 90-113.41A(a)(2)b).
5. Identify psychological, emotional, personality, and developmental issues. (G.S. 90-113.41A(a)(2)h).
6. Define co-occurring physical and mental disabilities. (G.S. 90-113.41A(a)(2)i).
7. Articulate models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems. (CACREP Addiction C.2.).
8. Detect the importance of family, social networks, and community systems in the treatment and recovery process. (CACREP Addiction C.3.).
9. Identify a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders. (CACREP Addiction C.5.).
10. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CACREP Addiction H.1.).
11. Apply assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care. (CACREP Addiction H.5.).
12. Distinguish between evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling. (CACREP Addiction I.3.).

13. Develop measurable outcomes for addiction counseling programs, interventions, and treatments. (CACREP Addiction J.2.).

Course Policies

- Candidates are expected to log in to BlackBoard and respond to weekly instructions. Students can expect to spend 12 plus hours per week.
- All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade (by at least one letter grade). Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual.
- All papers should be double-spaced and reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
- It is expected that students will communicate regularly with colleagues and the professor.

Attendance

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

Instructor's Correspondence Times

Type of Correspondence	Timeframe	Special notes
Emails	24 hours	<ol style="list-style-type: none">1. Emails sent before 4pm Monday-Friday will receive a response within 24 hours.2. Emails sent after 4pm Monday-Wednesday will receive a response within 24 hours beginning at 8am the next business day.

		3. Emails sent after 4pm Friday or on the weekend will receive a response within 24 hours beginning at 8am Monday.
Weekly Assignments (quizzes, papers, exams, etc.)	1 week	1. Late assignments, if accepted, the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester's grading period ends.
Telephone Calls	Please email to set a time for a telephone conference or call	1. As this is an online course, the primary method of contacting the instructor is through email.

SPECIAL SERVICES for STUDENTS

Student Disability Services

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building (preferably during the first two weeks of the semester). Please contact the SDS Staff at (919) 530-6325 or e-mail studentdisabilityservices@nccu.edu. If you are new to SDS please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate Link**. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

Student Support/Ombudsperson

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g., short-term illness/injury, loss of a loved ones, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at 919.530.7492 or bsimmons@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please

contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

NCCU Writing Studio

The mission of the Studio is to support students' learning and work as a writer in the university community through one-on-one and small group collaborative sessions. Students who desire to improve their writing skills can make an appointment at the NCCU Writing Studio by contacting the Writing Studio at <http://www.nccu.edu/academics/universitycollege/writingstudio/index.cfm> or 919.530.6035 for more information.

Guidelines for Online "Class" Etiquette, Discussion, and Communication

1. Any information shared within this course is to remain confidential.
2. It is expected that students check email at least once daily. Should students have any questions or concerns please feel free to contact the instructor via email (Best way to contact) or office phone.
3. Everyone will respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
4. Controversial topics and/or opinions may arise during class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.

Plagiarism and Academic Integrity

Plagiarism is the act of taking credit for someone else's work. In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law**. So, plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that isn't so different than stealing someone's iPod or wallet. Any assignment that is classified as plagiarized will not be eligible to earn points and will receive a zero (0) for the first offense. Additional, incidents of plagiarism will be reported to the university.

Assignments and Exams:

1. Discussion Board (6 x 40 points each = 240 total points)

Discussion Board questions will appear on Tuesdays with each weekly assignment. **Students' are required to post their initial discussion no later than 11:59PM on the Wednesday of the week it is due.** Their response to another student's post must be posted no later than 11:59PM on the Monday the assignment it is due. Since the purpose of the Discussion Board is to generate group discussion late post will **NOT** be accepted and will **NOT** be eligible to earn points. **A zero (0) will be posted for late post.**

Posting Guidelines and Rubric

Initial posts must include: 1) a minimum of **200** words and 2) **a minimum of 3 citations from at least 2 academic resources.** Academic resources or scholarly resources are sources, books, academic journal articles, and published reports by recognized experts. It has typically been peer-reviewed by other experts in the specified field for accuracy and quality before being published or presented at a conference. (See the APA Manual for additional guidelines)

Response posts must include: 1) a minimum of **100** words and 2) **a minimum of 1 citation from an academic resource.** Academic resources or scholarly resources are sources, books, academic journal articles, and published reports by recognized experts. It has typically been peer-reviewed by other

experts in the specified field for accuracy and quality before being published or presented at a conference. (See the APA Manual for additional guidelines)

Posts that do not include the minimum word count, minimum number of citations, and/or minimum number of academic resources will not be eligible to earn points and a zero (0) will automatically be recorded as the grade for that part of the Discussion Board (i.e., if the initial post does not include 3 academic resources no points will be earned for the initial post, if the response post does not meet the minimum word count the response post will not be eligible for points).

Please review the Quality Posting link listed on Blackboard

When writing your discussion board posts please keep the following grading rubric in mind.

1. **MINIMUM CRITERIA:** Does the posting and/or response meet the minimum criteria to earn points (1. Minimum/Maximum word count, Minimum citations/academic resources)?
2. **RESPONSIVENESS:** Did the posting and/or response answer *each part* of the Discussion Board questions? Does the response post accurately respond to other student's posts?
3. **CONTENT KNOWLEDGE:** Does the posting and/or response demonstrate that the student learned and integrated/applied the information presented? Does the posting and/or response demonstrate student's knowledge and skill attainment is accurately conveyed?
4. **QUALITY OF WRITING:** Does the student's posting and/or response demonstrate graduate-level writing *and is the writing in accordance with APA formatting and guidelines (i.e., citations, references)*.
5. **CONTRIBUTION TO THE DISCUSSION:** Does the student's participation provide other students with specific knowledge related to the prescribed Discussion Board topic and/or student posting?

NOTE: References that are not properly cited/referenced in accordance to APA standards or are not from academic sources will **not** count as a reference (i.e., Wikipedia and non-peer-reviewed online sources are not considered academic sources). Additionally, sources older than 10 years old **will not** be accepted because the information may be outdated.

2. Prevention Workshop/Group Project (100 points) 3 people maximum per group (Due no later than Friday March 9th, at 11:59PM EST. (NOTE FRIDAY DUE DATE)

1. Select the members of your group, your topic and target audience. **Submit a list of your group members, title of presentation, a list of 5-6 Learning Objectives, and a 2-page summary describing: 1) the topic; 2) the target audience; and 3) why the topic is relevant to the field of addiction counseling; and 4) why the topic is relevant to the target audience, no later than Monday January 29th at 11:59PM EST.**
2. Design a prevention workshop/PowerPoint based on providing services to a specific population and focus on a specific substance use and/or behavioral addiction concern.
3. The presentation should include no less than **20** peer-reviewed articles related to your

presentation topic. (*The articles should be no more than 5 years old and be presented as an annotated bibliography submitted as a separate document*).

4. The presentation should be designed for a 60 to 90-minute presentation and should be no less than 25 slides and include:
 - a. Learning Objectives
 - b. An introduction describing why the topic/workshop is relevant to your chosen audience;
 - c. A description of the substance/behavior and its psycho-socio-bio-environmental impact on individuals and the community;
 - d. A brief history of the substance/behavior (i.e., description of its historical and current impact, current prevention methodologies, medical uses. target populations,
 - e. Your prevention approach or strategy for your target group
 - f. Summary

5. Group members will receive 1 grade for the presentation.

3. Weekly Quizzes (12 x 25 points per quiz)

Quizzes will cover the readings assigned for that week. Quizzes may contain multiple choice, true-false, or essay questions.

4. Final Exam (100 points)

There will be a comprehensive exam covering the information from all the reading assignments from Week 1 through Week 15.

GRADING

** Late assignments will not be accepted. As such, please make arrangements with the instructor, prior to the original due date, if you need to request a different due date for a particular assignment.

Additionally, once an assignment closes in Blackboard it cannot be re-opened unless the student has a special accommodation letter from NCCU Student Disability Services.

	Assignment	Points
1	Discussion Boards (6 X 40 points)	240 points
2	Prevention Workshop	100 points
3	Quizzes (12 X 25)	300 points
4	Final Exam	100 points
	Total	740 Points

GRADING SCALE:

A	666 or higher	Exceptional
B	592-665	Above Average
C	518-591	Average
F	Below 518	Academic Failure

GRADING CRITERIA:

A: Exceeded expectations. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

F: Did not meet minimum course requirements.

A *grade of A* represents work which is of superior quality, well-researched, or unusually insightful and exceeded expectations; *B work* meets expectations according to the syllabus and is that which is thoughtful, commendable, and above the group average; *C work* meets minimum but does not exceed expectations; *F work* is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

Course Schedule:** (**Course is subject to adjustment by instructor.)

*In preparation for the class please be sure to access the readings **ahead** of time. May I suggest making copies of all the BlackBoard readings at one time. Read through the course schedule thoroughly.*

Module	Topics to be explored	Meets Course-Level Objective(s)	Weekly Assignments
Week 1	A. Introduction to Global Criteria: 12 Core Functions of Substance Abuse B. Screening C. Intake D. Orientation E. Assessment F. Treatment Planning	1,2, 3, 4, & 5	<p><u>Readings</u> <i>Global Criteria: The 12 Core Functions of the Substance Abuse Counselor (6th)</i> Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Complete Introduction on Discussion Board no later than Monday January 15th at 11:59PM EST.</p> <p>Week 1 Quiz is due no later than Monday, January 15th, at 11:59PM EST.</p>
Week 2	A. Counseling B. Case Management	1,2, 3, 4, 5, 7 & 11	<p><u>Readings</u> <i>Global Criteria: The 12 Core Functions of the Substance Abuse Counselor (6th)</i></p>

	<p>C. Crisis Intervention</p> <p>D. Client Education</p> <p>E. Referral</p> <p>F. Report and Record Keeping</p> <p>G. Consultation</p> <p>(Skype With The Professor: Tuesday 7PM- 9PM)</p>		<p>Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Discussion Board 1: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday at 11:59PM EST.</p> <p>Week 2 Quiz is due no later than Monday, January 22nd, at 11:59PM EST.</p>
Week 3	<p>A. Understanding Addiction</p> <p>B. Understanding How Drugs Work</p>	5	<p><u>Readings</u> Treating Addiction: Chapter 1. Why Treat Addiction? Chapter 2. What Is Addiction? Chapter 3. How Do Drugs Work?</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p>Prevention Workshop Group 2-page Write-up: Due no later than Monday at 11:59PM EST, January 29th</p> <p><u>Assessments</u> Week 3 Quiz is due no later than Monday, January 29th, at 11:59PM EST.</p>

Week 4	<p>A. Client-centered Treatment</p> <p>B. Screening, Evaluation, and Diagnosis</p> <p>C. Detoxification</p>	4 & 10	<p><u>Readings</u> Treating Addiction: Chapter 4. A Client-Centered Foundation</p> <p>Chapter 5. Screening, Evaluation, and Diagnosis</p> <p>Chapter 6. Detoxification and Health Care Needs</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Discussion Board 2: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student’s post is due no later than Monday at 11:59PM EST.</p> <p>Week 4 Quiz is due no later than Monday, February 5th, at 11:59PM EST.</p>
Week 5	<p>A. Individual Treatment Plans</p> <p>B. Case Management</p> <p>C. Evidence-Based Intervention</p>	9 & 12	<p><u>Readings</u> Chapter 7. Matching: Individualizing Treatment Plans</p> <p>Chapter 8. Case Management</p> <p>Substance Abuse and Mental Health Services Administration (2013). What is an Evidence-Based Intervention (EBI)? http://www.preventionnetwork.org/Data/Sites/1/resources/materials/evidencebasedinterventions2013.pdf</p> <p><u>Videos</u> See videos in Weekly Assignments</p>

			<p><u>Assessments</u> Week 5 Quiz is due no later than Monday, February 12th, at 11:59PM EST.</p>
Week 6	<p>A. Substance use: Brief Interventions</p> <p>B. Motivational Counseling</p> <p>C. Community Reinforcement Approach</p> <p>(Skype With The Professor: Tuesday 7PM- 9PM)</p>	7 & 13	<p><u>Readings</u> <i>Treating Addiction:</i> Chapter 9. Brief Interventions</p> <p>Chapter 10. Enhancing Motivation for Change</p> <p>Chapter 11. A Community Reinforcement Approach</p> <p>Read Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders Technical Assistance Publication (TAP) Series 19:</p> <p>http://lib.adai.washington.edu/clearinghouse/downloads/TAP-19-Counselors-Manual-for-Relapse-Prevention-with-Chemically-Dependent-Criminal-Offenders-109.pdf</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Discussion Board 3: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday at 11:59PM EST.</p> <p>Week 6 Quiz is due no later than Monday, February 19th, at 11:59PM EST.</p>

<p>Week 7</p>	<p>A. Strengthening Coping Skills</p> <p>B. Involving and Working with Families</p> <p>C. Mutual Help Groups</p>	<p>8</p>	<p><u>Readings</u> <i>Treating Addiction:</i> Chapter 12. Strengthening Coping Skills</p> <p>Chapter 13. Involving and Working with Family</p> <p>Chapter 14. Mutual Help Groups</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Week 7 Quiz is due no later than Monday, February 26th, at 11:59PM EST.</p>
<p>Week 8</p>	<p>A. Pharmacological Adjuncts</p> <p>B. Responding to Client's Resistance</p> <p>C. Enhancing Client Adherence</p>	<p>4, 7, 9, & 13</p>	<p><u>Readings</u> <i>Treating Addiction:</i> Chapter 15. Pharmacological Adjuncts</p> <p>Chapter 16. Responding to Resistance</p> <p>Chapter 17. Enhancing Adherence</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Discussion Board 4: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday at 11:59PM EST.</p> <p>Week 8 Quiz is due no later than Monday, March 5th, at 11:59PM EST</p>

Week 9	MARCH 7, 2018: LAST DAY TO WITHDRAW FROM COURSE WITH A “WC” GRADE	9 & 13	<p><u>Readings</u> Review all previous course materials.</p> <p><u>Assessments</u> Prevention Workshop/ Group Project Due no later than Friday March 9th, at 11:59PM EST).</p>
Week 10	Spring Break!!!!		
Week 11	<p>A. Co-Occurring Disorders</p> <p>B. Recovery: Maintenance</p> <p>C. Working with Groups</p> <p>(Skype With The Professor: Tuesday 7PM- 9PM)</p>	6 & 11	<p><u>Readings</u> <i>Treating Addiction:</i> Chapter 18. Treating Co-Occurring Disorders</p> <p>Chapter 19. Promoting Maintenance</p> <p>Chapter 20. Working with Groups</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Week 11 Quiz is due no later than Monday, March 26th, at 11:59PM EST.</p>
Week 12	<p>A. Addressing Spirituality</p> <p>B. Professional Ethics</p> <p>C. Promoting Prevention</p>	9, 13	<p><u>Readings</u> <i>Treating Addiction:</i> Chapter 21. Addressing the Spiritual Side</p> <p>Chapter 22. Professional Ethics</p> <p>Chapter 23. Promoting Prevention</p> <p>Postscript: Looking Forward, A. Thomas McLellan</p> <p><u>Videos</u> See videos in Weekly Assignments</p>

			<p><u>Assessments</u> Discussion Board 5: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday at 11:59PM EST.</p> <p>Week 12 Quiz is due no later than Monday, April 2nd, at 11:59PM EST.</p>
Week 13	<p>A. Introduction to Substance Abuse Mental Health Services Administration (SAMHSA) Resources</p> <p>B. Addiction Counseling Competencies</p>	9 & 13	<p><u>Readings</u> <i>Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice</i> Introduction Section 1:1. Section 1:2. Section 1:3. Section 1:4.</p> <p><u>Videos</u> See videos in Weekly Assignments</p> <p><u>Assessments</u> Week 13 Quiz is due no later than Monday, April 9th, at 11:59PM EST.</p>
Week 14	<p>A. Addiction Counseling Competencies</p> <p>(Skype With The Professor: Tuesday 7PM- 9PM)</p>	9 & 13	<p><u>Readings</u> <i>Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice</i> Section 2:5. Section 2:6. Section 2:7. Section 2:8.</p> <p><u>Videos</u> See videos in Weekly Assignments</p>

			<p><u>Assessments</u> Discussion Board 6: Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday at 11:59PM EST.</p> <p>Week 14 Quiz is due no later than Monday, April 16th, at 11:59PM EST.</p>
Week 15	A. Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment	9, 13	<p><u>Readings</u> Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment https://store.samhsa.gov/shin/content/SMA09-4381/TIP50.pdf</p> <p><u>Videos</u> See videos in Weekly Assignments</p>
Week 16	Final Exam	9, 13	<p><u>Readings</u> Review all course materials</p> <p><u>Assessments</u> **Final Exam is due no later than Monday, April 30th.</p>

Please contact Dr. Horne if you note an error in the course syllabus.