



North Carolina Central University
"Communicating to Succeed."

School of Education

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

The School of Education's Vision:

To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". 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. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus

CON 5328-OL1

Alcohol, Drug, and Behavioral Addictions: Family and Crisis Interventions

ONLINE

Summer Session I 2023

3 Credit Hours

Instructor: Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS
Office: 2128 School of Education
Phone: 919.530.7696
Email: Latasha.Becton@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/latasha.becton>
Office Hours: Summer Office Hours Virtual by appointment only.

During office hours, Dr. Becton is available via phone or WebEx. Please schedule an appointment if you need synchronous time with me.

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5328" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48 to 72 business hours.

REQUIRED TEXTBOOKS & MATERIALS:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Department of Health & Human Services (2004). [*Fetal alcohol syndrome: Guidelines for referral and diagnosis*](#)
- Juhnke, G. A. & Hagedorn, W. B. (2019). *Counseling Addicted Families: An Integrated Assessment and Treatment Model*. (2nd ed.) Routledge
- Substance Abuse and Mental Health Services Administration (2020). [*Substance Use Disorder Treatment and Family Therapy: Treatment Improvement Protocol \(TIP\) Series, No. 39*](#). SAMHSA Publication No. PEP20-02-02-012. Rockville, MD: Author
- Substance Abuse and Mental Health Services Administration (2020). [*Substance Use Disorder Treatment for People With Co-Occurring Disorders: Treatment Improvement Protocol \(TIP\) Series, No. 42*](#). SAMHSA Publication No. PEP20-02-01-004. Rockville, MD: Author

RECOMMENDED TEXTBOOKS & MATERIALS

- Substance Abuse and Mental Health Services Administration. (2015). [*Addiction counseling competencies: The Knowledge, Skills, and Attitudes of Professional Practice: Treatment Improvement Protocol \(TAP 21\) Series*](#) (DHHS Publication No. SMA 08-4171). Rockville, MD:
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., TR). Washington, DC: Author.

COURSE CATALOG DESCRIPTION:

An examination of the range of substance abuse issues impacting the family system, including crisis intervention. Topics will include a) etiology of substance abuse and addiction within the family; b) impact upon members of the system and its dynamics; c) family and crisis interventions and treatment approaches; and d) long-term recovery issues associated with family and crisis interventions. This course will address the dynamics of substance abuse in the family system in terms of theory, prevention, and treatment. Additionally, this course will address crisis intervention techniques that can be used with individuals and families. Treatment will involve an examination of assessment, treatment, and aftercare approaches with families. Finally, multicultural issues as they relate to families will be discussed.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU. It is preferred that students have completed CON 5306, however it is not required. This course may also be available by direct permission from the instructor.

COURSE FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. *There are no required synchronous meetings for this course.* Supplemental readings/journal articles are posted online for the course, and there are opportunities for discussion. You may review video lectures, supplemental videos, and other relevant content as it is available.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU (<http://nccu.Canvas.com>). Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas (Instructure) account, please call the Canvas Team or the IT department at 919-530-7676.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES

- Define, describe, and delineate the 12 core function of alcohol and drug counseling
- Identify strategies for implementing interventions to reduce the impact of substance use disorders and behavioral addictions on the individual, family group(s), and society
- Describe the role of counselors who work in settings that offer care for substance use and addictive behaviors
- Describe and identify principles of prevention, early intervention, and treatment for addictive disorders

STUDENT LEARNING OUTCOMES

1. Distinguish substance use theories associated with individual, group, and family counseling. (G.S. 90-113.41 A(a) (2)c).
2. Classify the risk factors related to crisis interventions. (G.S. 90-113.41 A(a) (2)e).
3. Select appropriate crisis intervention techniques for individual and family crisis intervention. (G.S. 90-113.41 A(a) (2)c&e).
4. Formulate a crisis plan for individuals and/or families with substance use concerns. (G.S. 90-113.41 A(a) (2)c&e).
5. Select skills and interventions in way that reflect recognition of the effects of social and economic injustice and respect for social and human diversity. (G.S. 90-113.41 A(a) (2)k).
6. Ascertain how co-occurring physical and mental disabilities may affect crisis interventions and planning. (G.S. 90-113.41 A(a) (2)e,h,i).
7. Describe and define U.S. social policies and related social justice issues enabling students to understand these issues in relationship to families and chemical dependency. (G.S. 90-113.41 A(a) (2)j).
8. Describe the importance of family, social networks, and community systems in the treatment and recovery process.
9. Analyze the principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
10. Apply learning to counsel and educate others- about addictive disorders to families and others who are affected by clients with addictions.
11. Write psychosocial assessments that reflects understanding social systems of all sizes in which families are involved. (G.S. 90-113.41 A(a) (2)b,h,j,k).

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling, and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in Canvas system to submit your work as a PDF or word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. **Adverse Weather:** The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is asynchronous. Participation in the discussion board and your tracking history on Canvas is used to measure attendance. It is expected that you will attend class on a regular/weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss a discussion post, then points 25 will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day for schedule adjustment is Wednesday, May 31, 2023, at 4pm. The last day of classes is June 23, 2023.**

EARNING POINTS FOR COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit or set of Modules/Units to complete. You can find these by clicking on the “Learning Modules/Units” link on the navigation panel for our Canvas site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: quizzes, video lectures, supplemental videos, discussion board posts, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Once a due date passes for a module/unit folder passes, the folder and its contents will disappear. Once a folder disappears, its contents will not be made available again. Content within a Module/Unit folder cannot be made up once the due date has passed.

Additional information about each assignment will be posted on the course Canvas site. Please check Canvas and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

COURSE ATTENDANCE & PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student’s final grade in the course.

Attendance & Dispositions – (150 points)

Students are expected to attend class meetings as scheduled and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors and other helping professionals. Please review the rubric for assessment in Canvas.

- **Weekly discussions are used to measure attendance. Learners are expected to engage and interact with each other on the discussion board. There will be deductions in this score for missed discussion posts as well as for lack of engagement.**

Canvas Introduction/Discussion (25 points)

Canvas Introduction: For this assignment, you will a) change your profile picture on Canvas, b) make an introduction to your instructor and your peers as requested in the designated discussion board *answering each of the posted questions related to this course*, and c) respond to at least two peers’ posts.

- **This assignment is due by the FIRST day of class (May 23, 2023).**

Course Readiness/Syllabus Quiz (25 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you earn all points.

- **This assignment is due by the second day of class (May 24, 2023).**

Quizzes (400 points)

There are several quizzes which must be taken online via Canvas. Each of the quizzes has a different point value. Please be sure you have read all of the assigned text prior to starting the quiz. The quizzes are timed. Each quiz consists of multiple choice, multiple answer, true/false, matching, and/or short answer items. With the exception of short answer/open response items, quizzes and tests are automatically scored in Canvas as they are submitted. Correct answers will not be available until after the deadline.

It is your responsibility to remember to take your tests and quizzes. Once the due date ends for a test or quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a test or quiz, you will earn zero points for that quiz.

- The quizzes are scheduled for Tuesdays and Fridays.

Handwritten Homework (HWHW; 100 points)

There are handwritten assignments to be completed throughout the course. For this assignment, you will prepare the document/assignment with paper and pencil/ink *in your own handwriting* and upload a photo or PDF to the learning management system. It is your responsibility to submit each handwritten assignment prior to the deadline. Once the due date passes and the link disappears, it will not be made available again.

- The written assignments are due as scheduled, typically on Tuesdays and Fridays.

Family Genogram (100 points)

Prepare a written/printed/electronic genogram of your family with the primary focus on substance use, addictive behaviors, relationship communication patterns and related issues in therapy. The genogram should cover *at least* three generations. In addition to the genogram, prepare and upload typewritten notes (word document, powerpoint slides, etc.) and prepare a short video (4-5 minutes) describing the following:

- A) Patterns of substance use, addictive behavior, and relationship communication.
 - B) Family rules, values, and beliefs – highlighting ones that were passed directly to you.
 - C) Messages – written or unwritten, spoken or unspoken about substance use and addictive behaviors in each generation.
 - D) Your family roles.
 - E) Roles you and/or other people in your generation took.
 - F) The potential impact that your family patterns may have on your current or future work with families (and individuals).
- **The Family Genogram is due by Tuesday, June 13, 2023.**

Family Addiction Treatment Application (200 points)

Option 1 Family Addiction Treatment Program Attendance: For this assignment, you will attend the full family education program for one of the agencies listed/identified in Canvas. To earn credit, you will need to do each of the following:

- A) Submit evidence of attendance (certificate/letter/etc.)
- B) Prepare a written reflection that describes
 - i.) what you learned, and
 - ii.) which theories from this course were represented in the program. Reflection papers should be about 3 full pages long. Cover pages and references are not included in page counts for any assignment.

Option 2 Family Addiction Treatment Paper: For this assignment, you may choose to work alone or with a partner. If you work alone, your paper must be 7-8 pages. If you work with a partner, then your paper should be 8-10 pages. Papers should be written in a manner consistent with APA style.

Choose a theory from chapter 5,6,7, or 8 of the Juhnke & Hagedorn (2019) text. Review scholarly work about the theory. To earn credit you will need to do each of the following in your paper:

- A) Describe the goals and objectives of the theory,
 - B) Describe the theory's key fundamental components.
 - C) Describe the groups targeted by the theory and the evidence base for efficacy with that group.
 - D) Describe in detail the steps you (as a practitioner in training) would take to implement the theory in a clinical practice setting.
 - E) Include at least 15 scholarly references.
 - a. Of the 15 required references, at least 10 of them should be from peer-reviewed journals.
 - b. Papers that do not meet this minimum standard will earn ZERO (0) points. Cover pages and references are not included in page counts for any assignment.
- **The Family Addiction Treatment Application Assignment is due by Tuesday, June 21, 2023.**

TENTATIVE COURSE SCHEDULE
(suggested reading schedule plus deliverables)

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Canvas of any changes. Use this schedule as a guide for your preparation.

Summer Session 1 runs May 23, 2023, to June 26, 2023. Final Grades are due by June 28, 2023.

Week/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
As a note, this is an intensive schedule. We are "cramming" a full 15 week semester course into about 30 days. Unfortunately, we don't get to skip things because the course is shorter.			
Unit 1: Rationale for Addiction Care	Tuesday, May 23, 2023	Course Syllabus TIP 39 p vii to xxiii (about 15 pages)	Syllabus Quiz Introduction/ Reflection
	Wednesday, May 24, 2023	TIP 39 Chapter 1 - about 20 pages)	
	Thursday, May 25, 2023	Juhnke & Hagedorn (2019) Chapter 1: What is Addiction TIP 39 Chapter 1 - about 20 pages)	
	Friday, May 26, 2023	TIP 39 Chapter 2 - (about 20 pages)	J&H Chapter 1 Quiz *weekly discussion*
Unit 2: Approaches to Treating the Addicted Family	Tuesday, May 30, 2023	Juhnke & Hagedorn (2019) Chapter 2: Helping Clients and Families Understand (about 60 pages) Tip 39 Chapter 3 - Family Counseling Approaches (about 30 pages)	J&H Chapter 2 Quiz J&H Chapter 2 HWW
	Wednesday, May 31, 2023	Juhnke & Hagedorn (2019) Chapter 3: Key Family Counseling Constructs and Assessment Strategies (about 50 pages) Tip 39 Chapter 4 - Integrated Family Counseling to Address Substance Use Disorders (about 20 pages)	J&H Chapter 3 Quiz J&H Chapter 3 HWW
	Thursday, June 1, 2023	Tip 39 Chapter 5 - Race/Ethnicity, Sexual Orientation, and Military Status (about 20 pages)	
	Friday, June 2, 2023	Juhnke & Hagedorn (2019) Chapter 4: The Sequential Family Addictions Model (TSAM): Setting the stage for a New Approach to Working with Addictive Families (about 15 pages) Tip 39 Chapter 6 - Administrative and Programmatic Considerations (about 25 pages)	J&H Chapter 4 Quiz *weekly discussion*

Week/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
Unit 3: The Sequential Addictions Model	Monday, June 5, 2023	Fetal Alcohol Syndrome (about 60 pages): https://www.cdc.gov/ncbddd/fasd/documents/fas_guidelines_accessible.pdf	
	Tuesday, June 6, 2023	Juhnke & Hagedorn (2019) Chapter 5: TSAM: Motivational Interviewing and Solution Focused Family Therapy (about 25 pages)	J&H Chapter 5 Quiz J&H Chapter 5 HWW
	Wednesday, June 7, 2023	Juhnke & Hagedorn (2019) Chapter 6: TSAM: Structural Family Counseling and Cognitive Behavioral Family Therapy (about 30 pages)	J&H Chapter 6 Quiz J&H Chapter 6 HWW
	Thursday, June 8, 2023	Juhnke & Hagedorn (2019) Chapter 7: TSAM: Extended family Systems, Modified Intergenerational Family of Origin Therapy and Object Relations Family Therapy (about 35 pages)	J&H Chapter 8 quiz J&H Chapter 8 HWW
	Friday, June 9, 2023	Juhnke & Hagedorn (2019) Chapter 8: Special Topics in Counseling Addicted Families: Counseling Non-Addicted Family Members, Social Justice, Suicide Assessment, and Forgiveness (about 40 pages)	J&H Chapter 8 quiz J&H Chapter 8 HWW *Weekly discussion*
Unit 4: Co-Occurring Disorders and Impact on the Family Part 1	Monday, June 12, 2023	TIP 42: Foreword, Executive Summary vii-xxvii TIP 42: Chapter 1 Introduction to Substance Use Disorder Treatment for People with Co-Occurring Disorders about 12 pages)	
	Tuesday, June 13, 2023	Tip 42 Chapter 2: Guiding Principles for Working with People Who Have Co-Occurring Disorders (about 15 pages)	Family Genogram
	Wednesday, June 14, 2023	Tip 42 Chapter 3: Screening and Assessment of Co-Occurring Disorders (about 35 pages)	
	Thursday, June 15, 2023	Tip 42 Chapter 4: Mental and Substance-Related Disorders - Diagnostic and Cross-Cutting Topics (about 70 pages – read about half)	
	Friday, June 16, 2023	Tip 42 Chapter 4: Mental and Substance-Related Disorders - Diagnostic and Cross-Cutting Topics (about 70 pages – read about half)	Diagnosis - HWW *weekly discussion*

Week/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
Unit 5: Co-Occurring Disorders and the Family Part 2	Monday, June 19, 2023	Tip 42 Chapter 5: Strategies for Working with People Who Have Co-Occurring Disorders (about 20 pages) Tip 42 Chapter 6: Co-Occurring Disorders Among Special Populations (20 pages)	
	Tuesday, June 20, 2023	Tip 42 Chapter 7: Treatment Models and Settings for People with Co-Occurring Disorders (about 40 pages)	Quiz - Comprehensive
	Wednesday, June 21, 2023	Tip 42 Chapter 8 + Appendixes Workforce and Administrative Concerns in Working with People Who Have Co-Occurring Disorders (about 100 pages – read about 1/3)	Family Addiction Treatment Application
	Thursday, June 22, 2023	Tip 42 Chapter 8 + Appendixes Workforce and Administrative Concerns in Working with People Who Have Co-Occurring Disorders (about 100 pages – read about 1/3)	
	Friday, June 23, 2023	Tip 42 Chapter 8 + Appendixes Workforce and Administrative Concerns in Working with People Who Have Co-Occurring Disorders (about 100 pages – read about 1/3)	*Weekly Discussion*
	Monday, June 26, 2023	-----	
<p>Tuesday, May 23, 2023: first day of classes for Summer Session I Wednesday, May 24, 2023: Last day to withdraw from the university with a tuition adjustment and /or refund Monday, May 29, 2023: Memorial Day observed, no classes Wednesday, May 31, 2023: Last day for graduate students to withdraw from a Summer Session I class with a W/C grade Thursday, June 22, 2023: Last day of class lecture for Summer Session I Friday, June 23, 2023 & Monday, June 26, 2023: Final Exams for Summer Session I Wednesday, June 28, 2023: Final grades for Summer Session I due by 5pm</p>			
<p>Thursday, June 29, 2023: first day of classes for Summer Session II for non-law students Wednesday, May 24, 2023: Last day to withdraw from the university with a tuition adjustment and /or refund Tuesday, July 4, 2023: Independence Day observed, no classes Monday, July 10, 2023: Last day for graduate students to withdraw from a Summer Session I class with a W/C grade Wednesday, July 26, 2023: Last day of class lecture for Summer Session II for non-law students. Thursday, July 27 & Friday, July 28, 2023: Final Exams for Summer Session II Monday, July 31, 2023: Final grades for Summer Session I due by 5pm</p>			

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Syllabus/Course Readiness Quiz	25	2 nd day of classes
Canvas Introduction/Discussion	25	2 nd day of classes
Attendance/Participation/Dispositions	150	ongoing
Quizzes	400	Tuesdays and Fridays
Family Genogram	100	June 13, 2023
Handwritten Homework Assignments	100	As scheduled
Family Addiction Treatment Application	200	June 21, 2023
Total Available Points	1000	
<p>Students are expected to participate in scheduled class meetings. <i>There will be reductions in total score for absences or dispositional concerns.</i> There will be zero extensions offered in this short summer course.</p>		

Final Grading Scale	
Letter Grade	Point Total
A	900-1000
B	800-899.99
C	700-799.99
F	0-699.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Canvas as directed. Assignments submitted other than as directed will receive no score.

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

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.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty, and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@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.

LGBTQ Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community, and everyone can learn about LGBTQIA+ identities and culture.

SPECIAL INFORMATION ABOUT COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

Updates to NCCU's COVID-19 plans are posted at: <https://www.nccu.edu/archived-coronavirus>