



**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 5306 – OL1**

**Introduction to Addictions Counseling**

**(ONLINE)**

**Spring 2023**

3 Credit Hours

**Contact Information**

**Instructor:** Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS  
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**WebEx:** <https://nccu.webex.com/meet/latasha.becton>  
**Office Hours:** Monday (Virtual by appointment)  
Tuesday 8:00AM-2:00PM (Virtual by appointment)  
Wednesday 10:30AM – 2:30PM (Virtual by appointment)

During office hours, I am available via phone or WebEx. On some days, I am available to meet on campus. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

**Email Correspondence is the best way to reach me:** When contacting me via email, please include "CON 5306" 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 48-72 business hours. This means that if you email on Thursday at 4pm, you will likely get a response from me by the following Tuesday at 4pm since weekend days are not business days.

**REQUIRED TEXTBOOKS & MATERIALS:**

Doweiko, H. (2018) Concepts of chemical dependency (10<sup>th</sup> ed.) CENGAGE Learning.

\*Students must be able to access the CENGAGE-MindTap Software to complete quizzes and assignments related to the textbook. Our MindTap course is linked to our LMS-Canvas. Please visit the [Cengage Start Strong Website \(https://startstrong.cengage.com\)](https://startstrong.cengage.com) to access the appropriate registration instructions.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5<sup>th</sup> edition-text revision). Washington, DC: Author

American Psychological Association (2020). [Publication Manual of the American Psychological Association](#) (7th Edition). Washington, DC: Author.

Video/DVD - Pleasure Unwoven: A personal journey about addiction By Dr. Kevin McCauley (This can be purchased at the following link <http://www.instituteforaddictionstudy.com/products.html#>) for \$29.95 or rented via a link on Vimeo: <https://vimeo.com/ondemand/pleasureunwoven> for \$9.95)

**Other Suggested Text & Readings:**

Medical University of South Carolina's Online Trauma-Focused Cognitive Behavioral Therapy Training <https://tfcbt2.musc.edu/> (The cost is \$35)

Glenn, C. & Gray, L. (2012). *Hodges' Harbrace Handbook*. (18th ed.) Wadsworth Publishing  
\*This is a grammar handbook.

**COURSE CATALOG DESCRIPTION:**

This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

**COURSE GOALS:**

The primary goals for the course are to deepen students understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment services.

**COURSE PREREQUISITES:**

The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

**COURSE FORMAT and WEBSITE:**

This course is delivered online with both synchronous and asynchronous content. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. This course is scheduled to meet for orientation on [Monday, January 9, 2023 at 5pm-6:50pm](#). You should have received a calendar invitation directly from WebEx.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU. Please log in to myEOL, then choose the link to Canvas. 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 Learning Management System Administrator or the IT department at 919-530-7676.

**TASK STREAM STATEMENT (\*note, this software is not yet available to students):**

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream.

**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](http://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](#).

Dispositions are evaluated in this and other courses in the counselor education program.

**Dispositions and Participation in Class (10% of Student grade)**

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and
- 5) Contributions to class discussion displaying critical and creative thinking skills

(\*\*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

**CACREP STANDARDS ADDRESSED IN THIS COURSE**

This course addresses each of the 2016 CACREP standards for Clinical Mental Health Counseling by giving an overview of the history and etiology of substance use and addiction, assessment, diagnosis and intervention for substance use and other addictive disorders, and the roles and functions of counselors who provides services related to substance use and other addictive behaviors. This course also addresses CACREP Core 2.F.1.i, 2.F.7.e, and School Counseling standards 5.G.2.g, i. Readings, video lectures, supplemental videos, e-classroom discussions, and various course assignments are used to deliver content related to each standard.

<b>CACREP STANDARDS addressed in CON 5306</b>	<b>CONTENT</b>	<b>METHOD FOR EVALUATION</b>
history and development of clinical mental health counseling (CACREP Section 5. CMHC 1.a)	Module 1	Quizzes, Discussions
theories and models related to clinical mental health counseling (CACREP Section 5. CMHC 1.b)	Module 1, 8, 9, 10	Quizzes, Discussions
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP Section 5. CMHC 1.c)	Module 1, 8, 9, 10	Quizzes, Discussions
understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP Section 5. CMHC 1.d.)	Module 2, 8	Quizzes, Discussions
psychological tests and assessments specific to clinical mental health counseling (CACREP Section 5. CMHC 1.e)	Module 8	Special Populations Project, Quizzes, Discussions
roles and settings of clinical mental health counselors (CACREP Section 5. CMHC 2.a)	All Modules	Quizzes, Discussions
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP Section 5. CMHC 2.b)	All Modules	Quizzes, Discussions
Students will describe mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP Section 5. CMHC 2.c.)	Modules 1, 10, 11, 14	Special Populations Project, Quizzes, Discussions
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP Section 5. CMHC 2.d)	Module 1, 3-10, 14	Special Populations Project, Quizzes, Discussions
potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP Section 5. CMHC 2.e.)	Modules 3-8	Special Populations Project, Quizzes, Discussions
impact of crisis and trauma on individuals with mental health diagnoses (CACREP Section 5. CMHC 2.f.)	Module 8, Module 10-14	Special Populations Project, Quizzes, Discussions
impact of biological and neurological mechanisms on mental health (CACREP Section 5. CMHC 2.g.)	Modules 1-8,	Special Populations Project, Quizzes, Discussions
classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP Section 5. CMHC 2.h.)	Modules 1-8, 10	Quizzes, Discussions
legislation and government policy relevant to clinical mental health counseling (CACREP Section 5. CMHC 2.i.)	Module 1, 14	Quizzes, Discussions

cultural factors relevant to clinical mental health counseling (CACREP Section 5. CMHC 2j)	Module 12, 13	Special Populations Project, Quizzes, Discussions
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP Section 5. CMHC 2.k)	Module 14	Quizzes, Discussions
legal and ethical considerations specific to clinical mental health counseling (CACREP Section 5. CMHC 2.l)	Module 14	Quizzes, Discussions
record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP Section 5. CMHC 2.m.)	Module 9-11, 14	Quizzes, Discussions
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP Section 5. CMHC 3.a.)	Module 9-11, 14	Special Populations Project, Quizzes, Discussions
techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Section 5. CMHC 3.b.)	Module 8 -11	Mutual Support Group Attendance & Reflection, Discussions, Quizzes
strategies for interfacing with the legal system regarding court-referred clients (CACREP Section 5. CMHC 3.c.)	Modules 9, 14	Quizzes, Discussions
strategies for interfacing with integrated behavioral health care professionals (CACREP Section 5. CMHC 3.d.)	Modules 8, 9-11, 14	Quizzes, Discussions
strategies to advocate for persons with mental health issues (CACREP Section 5. CMHC 3.e.)	Modules 8, 10-14	Quizzes, Discussions
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP Section 5. School 2.g)	Module 11	Quizzes, Discussions
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP Section 5. School 2.g)	Modules 9 & 10	Quizzes, Discussions
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section 2. F.1.i)	Module 14, Module 15	Quizzes, Discussions
use of assessments for diagnostic and intervention planning purposes (CACREP Section 2. F.7.e)	Module 1, 8-11, 14	Special Populations Project, Quizzes

### KEY PERFORMANCE INDICATORS

**KPI #1) Clinical Mental Health Counseling:** Students will demonstrate knowledge of different types of assessment tools, and treatment modalities related to addiction and trauma and grief (K)

\*This KPI is assessed throughout the course and specifically by completion of the special populations project, participation in class discussion, quizzes offered throughout the course. Students should retain a copy of their special populations project to submit to Task Stream as evidence of this KPI.

## STUDENT LEARNING OUTCOMES

As result of completing this course, students will

1. Recall knowledge of the history of psychoactive drug use and development of substance use disorders
  - [CACREP 5.D.2.e, l; 5.G.2.g]
2. Compare and contrast models of addiction
  - [CACREP 5.D.1.a, b, d]
3. Identify, describe, and explain the neurobiological impact, physiology and pharmacology of drugs of abuse and intoxication/withdrawal syndromes for drugs of abuse and interaction with psychoactive medications
  - [CACREP 5.D.2.g., h]
  - [NC GS. 90-113.41A.(a)(2)a]
4. Describe the roles and functions of counselors who provide prevention, intervention, treatment, and recovery support for people with substance use disorders
  - [CACREP 2.F.1.i, 5.D.2.a, b, c, k, l, m; 5.D.3.c, d, e]
  - [NC GS. 90-113.41A.(a)(2) b, c, d, e, f, g]
5. Recall and apply the principles of biopsychosocial assessment in the context of ASAM criteria
  - [CACREP 2.F.7.e, 5.D.1.c, e; 5.D.2.f, g, 5.D.3.a]
  - [NC GS. 90-113.41A.(a)(2)b, d, h]
6. Identify and explain the ASAM criteria and how they are used to determine treatment modalities and levels of care
  - [2.F.7.e; 5.D.2.c, f; 5.D.3.a]
7. Differentiate symptoms of substance use and mental health disorders
  - [5.D.1.d; 5.D.2.d]
  - [NC GS. 90-113.41A.(a)(2)i]
8. Describe how co-occurring disorders interact and impact the recovery process
  - [5.D.1.d, 5.D.2.d, e, f, g; NC GS. 90-113.41A.(a)(2)i]
9. Synthesize relevant literature to demonstrate understanding of special populations and cultural considerations in counseling for substance use disorders across the lifespan
  - [5.D.2.d; 5.D.2.j; 5.G.2.g, i.]
  - [NC GS. 90-113.41A.(a)(2)j]
10. Describe the potential impact of mutual support groups for substance use and mental health recovery support
  - [NC GS. 90-113.41A.(a)(2)k]
11. Identify and describe professional issues for counselors who treatment substance use disorders including specialty certification and licensure requirements, and ethics
  - [CACREP 5.D.2.k, l, m]
12. Identify the principles of Motivational Interviewing and other theoretical models useful in the treatment of substance use disorders
  - [CACREP 5.D.3.b]

**Experiential Learning:** In addition to learning activities designed to meet the established learning objectives for this course, students will participate in experiential activities to expand their perspective or broaden their worldview related to substance use and other potentially addictive behaviors. Experiential activities assist students in gaining personal perspective about technical content in the course.

## 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. 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 class has an online component (Canvas website), there will always be coursework to complete, 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 scheduled to meet for orientation on [Monday, January 9, 2023 at 5pm-6:50pm](#). Students are expected to attend the class meetings as scheduled.** It is also, expected that you will attend class on a 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 two (3) discussion posts, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day to withdraw with a WC Grade is listed in the academic calendar.**

### **GRADED COURSE ASSIGNMENTS**

Each week, you will find a numbered and dated Module or Set of Modules to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel for our Canvas site. Each Module is marked with a title. You are expected to complete all tasks within each Module. Please review lectures, supplemental videos, handouts, additional readings, and other course content then complete the required deliverables such as quizzes, discussions, assignments, etc. All tasks need to be completed by 11:59pm on the day it is due.

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. Students are encouraged to submit assignments early.

Fifty percent (50%) of your grade in this course is based on your work in MindTap. Please be sure that you have access, that you keep up with “graded” activities and do not fall behind.

#### **Attendance, Discussion Participation, and Dispositions (150 points)**

This course has one required orientation meeting. There are scheduled discussions in the learning management system which count toward your participation score. Student are expected to actively participate in the posted discussions for each Module. Students are evaluated on attendance, participation, engagement, contributions to discussion, and interpersonal interaction with peers.

**For discussion posts, you may provide written response or a short video response (under 2 minutes).** *Some posts are reflective* and do not require citations. *Some posts are academic and require citations.* For academic posts, you are expected to review scholarly literature and synthesize it with what you have learned from the textbook. Learners are encouraged to cite articles read in preparation for their group/special populations project when preparing discussion responses. Please prepare discussion posts in your word processing software first, then copy and paste into Canvas or read them as part of your video so your thoughts come out clearly.

- You must create and **post your initial response by Thursday at noon** so that your peers will have an opportunity to respond/engage with you by the **Sunday night due date**.
- Initial posts most include 100-150 words (not including citations) and academic posts require at least 2 citations of *peer-reviewed journal articles*. Posts that do not meet this requirement will earn 0 points.
- You must respond to at least two peers by the due date each week.
- Initial Discussion Posts are due by **Thursdays at noon**.
- Responses to peers are **due each week on SUNDAY night**.

#### **Introduce Yourself (no points assigned)**

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 all the posted questions, and c) respond to at least two peers’ posts.

- This assignment is **due by the 2nd day of classes (January 10, 2023)**.

#### **Syllabus Quiz (no points assigned)**

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 achieve a perfect score.

- This assignment is **due by the 2nd day of classes (January 10, 2023)**.

#### **Peer Reviews of Major Projects (50 points)**

This assignment requires you to offer feedback on major projects submitted by your peers. Information will be provided following project submissions.

- This assignment has multiple submissions and is due as scheduled.

### **MindTap (500 points)**

Students must register online with CENGAGE and utilize the MindTap program software connected to the textbook. There are assigned activities for each chapter. Please note that the chapters are not completed in numerical order. MindTap activities include quizzes, case study responses, video responses, and other activities related to what you are learning in the text. Multiple chapters are covered each week. Most of the items are automatically scored; however, a few require individual scoring. Helper Studio and Video Activities **require peer reviews which are assigned randomly** and must also be completed during the scheduled week. Please take note of “required” versus “optional/practice” items in MindTap. Students will not receive feedback on “optional/practice” items. You may note there is a different total score in MindTap – it will be converted to meet the appropriate points here.

- **MindTap items are due as scheduled.**

### **Special Populations & Addictive Disorders Project/Presentation\* (100 points total)**

This assignment has both group and individual components. Each group member must select and review at least three peer-reviewed journal articles relevant to the presentation topic. For this assignment your group will a) read **at least THREE peer-reviewed articles** per group member about the assigned topic, b) prepare and deliver a presentation to the class about the assigned topic. Groups/Topics are assigned based on student preferences. Please check Canvas to see which group you are assigned to for this assignment.

*Individual portion:* each group member must submit three annotated bibliographies of peer-reviewed journal articles well before presentations are delivered as evidence of their contribution to the group. This portion is worth 30 of the 100 available points.

*Group portion:* All group members will receive the same score. Students will prepare a presentation about the designated special population and deliver the presentation to the class. Presentations should include information about approaches to prevention, assessment, and intervention for the chosen population. Presentations will be delivered in a scheduled class meeting. This portion is worth 70 of the 100 available points.

Please review the assignment information and rubric in Canvas for more details.

- Individual Portion - Three annotated bibliographies are due **by March 19, 2023**
- Group Portion - Presentations should be submitted via Canvas **by April 16, 2023**. Please submit via the assignment submission link and post to the designated discussion board. Presentations will be delivered in the class period **scheduled following the due date, or via video posted to the discussion board.**
- \*Please retain your work on this assignment to submit as demonstration of KPI#1 for this course. You will upload your assignment to Task Stream.\*

*\*This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students must earn a grade of B or better on the designated KPI assignment.)*

**Experiential Learning:** Assignments on this page are an opportunity for you to gain personal perspective related to course material. The experiential learning activities are an opportunity for you to challenge your personal ideas related to substance use, addictive disorders, and recovery. They are also designed to help you identify how your life experiences may related to the life experiences of people who develop addictions. These activities are also an opportunity for you to practice personal application of the technical content in this course. Students are encouraged to participate in these activities with that in mind.

**Mutual Support Group Attendance and Reflection (4 parts, 100 points total)**

This assignment has multiple parts and is designed to help you achieve SLO #10. You will attend four open meetings of mutual support groups and write a reflective journal entry about each experience (25 points each) and prepare a reflective paper about the entire experience (50 points) and how you can use what you learned in your future work. For details on what to include in the reflections, please review the rubrics and assignment descriptions in Canvas. *Do not submit a “narrative” of the meeting. Written assignments should be reflective of your personal and academic learning.*

You will attend recovery meetings either in your area or electronically for AA, NA, Al-Anon, and a Process Addiction (i.e., SLAA, SAA, GA, OA, EDA, WA, etc.) of your choice. If you would like to choose a different meeting, please discuss it with the instructor. While it is likely you may learn the most from attending in person meetings, you may also choose to attend meetings via synchronous web-based or telephonic platforms to complete this assignment. BEFORE you attend any meetings, please review all materials provided by the instructor about the topic. *Please review the detailed assignments instructions posted in the learning management system before attempting this assignment.*

- **Reflection #1 Alcoholics Anonymous is due February 5, 2023.**
- **Reflection #2 Narcotics Anonymous is due February 19, 2023.**
- **Reflection #3 Process Addictions is due March 5, 2023.**
- **Reflection #4 Al-Anon is due April 2, 2023.**

**Abstinence Project (100 points)**

This assignment has multiple parts. For this assignment, you will choose a substance or behavior to abstain from for about 12 weeks **(from the beginning of week 3 on Sunday, January 29, 2023, until the end of week 14 on Saturday, April 15, 2023)**. You may choose to abstain from whatever you wish. You are encouraged to identify and choose to abstain from something that is a true challenge in order to learn as much as possible during this learning experience. If you choose to abstain from alcohol or benzodiazepines, please seek assistance from a medical professional. To earn credit for this assignment you will 1) share your chosen behavior with the instructor and with at least two significant people in your life, and 2) Develop a plan for managing the difficulties associated with abstinence and include how you will address a) triggers, b) cravings, and c) relapse or return to use. Keep a journal of your emotional experience, ability to abstain, and willingness to participate overall experience with the project. Submit a summary of your learning via Canvas at the conclusion of the experience. *Your learning summary may be presented in a form that feels relevant to you and should include an integration of how you can apply what you learned from attending mutual support groups to your experience with the abstinence project and an explanation of your personal harm reduction or relapse prevention plan. Students should address all prompts included in the assignment instructions posted in the learning management system.*

- **Abstinence Project plan (30 points) is due by Sunday, January 22, 2023.**
- Students will be asked to share briefly about their experiences throughout the semester via the discussion board and other checkpoints.
- **Abstinence Project Learning Summary (70 points) is due by the last day of classes for the semester.** For self-care, students are encouraged to submit the assignment early.

### TENTATIVE COURSE SCHEDULE

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.

Supplemental readings are not listed here on the course schedule but are posted in the learning management system (Canvas). Please review all videos, links, and supplemental documents unless directed otherwise. Readings are marked with chapter names for *Concepts of Chemical Dependency* and DSM-5-TR for the *Diagnostic and Statistical Manual of Disorders, 5<sup>th</sup> Edition, text revision*.

Please refer to Canvas for required video lectures, supplemental videos, and other materials for each week. The schedule here is for your reference only. You are required to complete all tasks listed in Canvas and MindTap.

Due Date	Topic/Module	Assigned Readings	Deliverables
<b>Monday</b> Jan 9, 2023		Syllabus	<b>**Class Meeting**</b>
<b>Tuesday</b> Jan 10, 2023	Module 0	Syllabus	<b>Introduction to Peers Syllabus Quiz</b>
<b>Sunday</b> Jan 15, 2023	Module 1: History & Professional Issues	Chapter 26: The Biopsychosocial Model of the Addictions Chapter 35: Support Groups to Promote and Sustain Recovery  <a href="#">US Code 42 CFR Part 2</a>	Graded MindTap Activities  Module Discussion
<b>Sunday</b> Jan 22, 2023	Module 2: Neurobiology & Neurochemistry	Chapter 1: Why Worry About Substance Misuse or Substance Use Disorders? Chapter 2: The Nature of the Beast Chapter 3: A Brief Introduction to the Science of Pharmacology	Graded MindTap Activities  Module Discussion  <b>Abstinence Project Plan</b>
<b>Sunday</b> Jan 29, 2023	Module 3: Downers – CNS Depressants Part 1	Chapter 6: Misuse of Barbiturates and Barbiturate-Like Compounds Chapter 7: Misuse of the Benzodiazepines and Similar Agents Chapter 11: Opioid Use and Misuse  <a href="#">Archibald et al (2019)</a> DSM-5-TR - Alcohol DSM-5-TR - Substance Induced Mood Disorder DSM-5-TR – Depression  <a href="#">AUDIT; CIWA-Ar</a>	Graded MindTap Activities  Module Discussion
<b>Sunday</b> February 5, 2023	Module 4: Downers - CNS Depressants Part 2	Chapter 6: Misuse of Barbiturates and Barbiturate-Like Compounds Chapter 7: Misuse of the Benzodiazepines and Similar Agents Chapter 11: Opioid Use and Misuse  DSM-5-TR - Sedative-Hypnotics DSM-5-TR - Opioids DSM-5-TR - Schizoaffective Disorder  <a href="#">COWS</a>	Graded MindTap Activities  Module Discussion  <b>1st Meeting Reflection - AA</b>

Due Date	Topic/Module	Assigned Readings	Deliverables
<b>Sunday</b> Feb 12, 2023	Module 5: Uppers – CNS Stimulants	Chapter 8: Use and Misuse of Central Nervous System Stimulants Chapter 15: Tobacco Products and Tobacco Use Chapter 9: Cocaine Misuse and Cocaine Use Disorder  DSM-5-TR - Stimulants DSM-5-TR - Mania DSM-5-TR - Anxiety DSM-5-TR – ADHD  <a href="#">Walker et al. (2019)</a>	Graded MindTap Activities  Module Discussion
<b>Sunday</b> Feb 19, 2023	Module 6: All-Arounders / Hallucinogens	Chapter 10: Marijuana Use and Misuse Chapter 12: Hallucinogen Misuse  DSM-5-TR - Psychosis DSM-5-TR - Bipolar and Related Disorders DSM-5-TR - Hallucinogen Intoxication DSM-5-TR - Other Drugs  <a href="#">Addiction Severity Index (ASI)</a>	Graded MindTap Activities  Module Discussion  <b>2nd Meeting Reflection - NA</b>
<b>Sunday</b> Feb 26, 2023	Module 7: Other Drugs, Other Addictions	Chapter 13: Misuse of Inhalants and Aerosols Chapter 14: The Under-Recognized Problem of Steroid Misuse Chapter 16: Over-the-Counter Analgesics  <a href="#">DAST</a> <a href="#">Alavi et al., (2012)</a>  Supplemental Content TBA online: Process and Behavioral Addictions	Graded MindTap Activities  Module Discussion
<b>Sunday</b> March 5, 2023 (before spring break!)	Module 8: Alcohol, Drugs, and Social Issues	Chapter 18: Gender and Substance Use Disorders Chapter 19: Hidden Faces of Substance Use Disorders Chapter 37: The Debate Over Drugs Chapter 38: The Debate over Legalization  <a href="#">Faces &amp; Voices of Recovery</a> <a href="#">North Carolina Physicians Health Program</a> <a href="#">North Carolina Lawyer Assistance Program</a> <a href="#">NCBLCMHC Legislative Updates – (impaired counselors)</a>  Supplemental Content TBA online: Cultural Humility, MSJCCs, Broaching Behaviors & Counseling People with Addictions	Graded MindTap Activities  Module Discussion  <b>3rd Meeting Reflection - Process Addictions</b>
<b>Sunday</b> March 12, 2023	SPRING BREAK	Work ahead if you like or rest your eyelids 🙄	
<b>Sunday</b> March 19, 2023	Module 9: Substance Use and Addictive Disorders Across the Lifespan	Chapter 20: Substance Misuse by Children and Adolescents Chapter 21: Substance Use and Substance Use Disorders in College Students Chapter 22: Substance Use Disorders and the Older Adult  <a href="#">SAMHSA - Prevention</a>	Graded MindTap Activities  Module Discussion  <b>Special Populations Project – Individual Portion</b>

Due Date	Topic/Module	Assigned Readings	Deliverables
<b>Sunday</b> March 26, 2023	Module 10: Addiction and the Family	Chapter 17: Chemicals and the Neonate Chapter 23: Substance Use Disorders and the Family Chapter 24: Codependency and Enabling  <a href="#">Carnes, et al (2013)</a> <a href="#">Gambling Addiction Screening Tools</a> <a href="#">Resources for Families Coping with Mental and Substance Use Disorders</a>	Graded MindTap Activities  Module Discussion
<b>Sunday</b> April 2, 2023	Module 11: Screening, Assessment, and Levels of Care	Chapter 26: The Biopsychosocial Model of the Addictions Chapter 28: The Assessment of Suspected Substance Use Disorders Chapter 36: Substance Use Disorders and Infectious Disease Chapter 30: Treatment Settings  <a href="#">Lal &amp; Singh (2018)</a> <a href="#">ICD-11: International Classification of Diseases 11<sup>th</sup> Edition</a>	Graded MindTap Activities  Module Discussion  <b>4th Meeting Reflection - AI-Anon</b>
<b>Sunday</b> April 9, 2023	Module 12: Designing the Treatment Process	Chapter 29: Intervention Chapter 31: The Treatment of Substance Use Disorders Chapter 32: The Process of Treatment  <a href="#">Substance Use and Confidentiality</a>	Graded MindTap Activities  Module Discussion
<b>Sunday</b> April 16, 2023	Module 13: Co-Occurring Disorders and Pharmacological Interventions	Chapter 33: Pharmacological Interventions for Substance Use Disorders Chapter 25: The Client with Co-Occurring Disorders  <a href="#">Co-Occurring Disorders &amp; Integrated Treatment</a>	Graded MindTap Activities  Module Discussion  <b>Special Populations Project – Group Portion</b>
<b>Sunday</b> April 23, 2023	Module 14: Treatment and Relapse Prevention	Chapter 27: The Substance Use Disorders as a Disease of the Human Spirit Chapter 34: Relapse and Other Problems Frequently Encountered in Substance Rehabilitation Chapter 35: Support Groups to Promote and Sustain Recovery*  <a href="#">Larimer, Palmer, &amp; Marlatt (1999)</a>	Graded MindTap Activities  Module Discussion  <b>Abstinence Project Learning Summary</b>
<b>Wednesday</b> April 26, 2023	Module 15: Drugs and Society	Chapter 37: The Debate Over Drugs Chapter 38: The Debate over Legalization  <a href="#">US Code 42 CFR Part 2</a>	<b>Peer Reviews of Learning Summaries &amp; Presentations</b>

January 9, 2023: 4pm; End of Add/Drop Period  
 January 16, 2023: Martin Luther King Jr. Day Observance – no classes  
 February 10, 2023: Last day to withdraw from the university and receive a prorated tuition adjustment/refund  
 February 24, 2023: Midterm Progress Reports due by 4pm  
 March 3, 2023: 4pm; Last day to withdraw from a class with a W/C grade  
 March 4 - 12, 2023: Spring Break  
 March 15, 2023: Summer/Fall Registration Begins  
 April 7, 2023: Good Friday Observance – no classes  
 \*Grades for graduating students are due Friday, April 28, 2023.\*  
 \*\*Students should read the appropriate text in AATBS materials each week. \*\*

**COURSE DELIVERABLES & EVALUATION**

<b>Assignment/Activity</b>	<b>Points Available</b>	<b>Due Date</b>
<b>Attendance, Participation, &amp; Dispositions</b>		
Opening Introduction	--	1/10/23
Periodic Discussion Board Posts	150	Thursdays and Sundays as scheduled
Peer Reviews of Major Projects	50	As scheduled
<b>MindTap Activities</b>	500	As scheduled
<b>Experiential Learning Activities</b>		
Meeting #1 AA	25	2/5/23
Meeting #2 NA	25	2/19/23
Meeting #3 Process Addictions	25	3/5/23
Meeting #4 Al-Anon	25	4/2/23
Abstinence Project Plan	25	
Abstinence Project Learning Summary	75	4/23/23
<b>Special Populations Project/Presentation</b>		
Individual Portion – Article Critiques	30	3/19/23
Group Portion – Recorded Presentation	70	4/16/23
<b>Attendance &amp; Dispositions</b>		
Attendance, Participation, & Dispositions	100	ongoing
<b>Total Available Points</b>	1000	

<b>Final Grading Scale</b>	
Letter Grade	Point Total
A	900-1000
B	800-899.99
C	700-799.99
D	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@ncsu.edu](mailto:sas@ncsu.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.ncsu.edu/sas](http://www.ncsu.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.ncsu.edu/policies](http://www.ncsu.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@ncsu.edu](mailto:TitleIX@ncsu.edu), or submitting the online form through the [Title IX Reporting Form](#), located at [www.ncsu.edu/titleix](http://www.ncsu.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](mailto: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](mailto: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](mailto: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](mailto:veteransaffairs@nccu.edu).

### **LGBTQIA 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 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>.

### SELECTED ADDITIONAL RESOURCES/CITATIONS

- Cartwright, A.D., Holman, L.F., Nelson, J. A., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling Annual Review*.
- Deaner, R.G., & Hicks-Becton, L.Y. (2018, May). Navigating Fight, Flight, or Freeze: Developing Courage and Freedom to Act. *Counseling Today* 10-12
- Hicks-Becton, L.Y., Falls Holman, L. F. & Harrell-Williams, L. (2002). Characteristics of incarcerated women's participation in groups: exploring the Programme for the International Assessment of Adult Competencies United States prison data set. *The Journal of Addictions and Offenders Counseling*, 1–17.  
<https://doi.org/10.1002/jaoc.12117>
- Hicks-Becton, L.Y., & Natwick, J. (2019, March). Processing trauma with clients in recovery. *Counseling Today* 14-15
- Holman, L. F., Carlisle, K. L., Rapp, M., Moro, R., Baker, C., Cartwright, A. D., & Hicks-Becton, L. (2019). A Guide to Integrating Behavioral/Process Addictions into Counselor Education Programs. *The Journal of Counselor Preparation and Supervision*, 12(1)
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling*, 38, 48-64. doi:10.1002/jaoc.12028
- King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97, 4, 341-351.
- Sawyer-Kurian, K.M., Browne, F.A., Carney, T., Petersen, P., Wechsberg, W. M. (2011). Exploring the intersecting health risks of substance abuse, sexual risk, and violence for female South African teen dropouts. *Journal of Psychology in Africa*, 21 (1):15-25.
- Sawyer-Kurian, K. M. & Wechsberg, W. M. (2012). Adapting an evidence-based HIV intervention for at-risk African American college women at Historically Black Colleges and Universities who use alcohol and drugs. *Sage Open*, 2(4) doi:10.1177/2158244012464977
- Sawyer-Kurian, K. M., Wechsberg, W. M., and Luseno, W. K (2009). Substance abuse, violence against women, and HIV risks: Men's voices from Cape Town, South Africa. *Psychology of Men and Masculinity*, 10(1), 13–29.
- Sawyer, K. M., Wechsberg, W. M., and Myers, B. (2006). Cultural similarities and differences between a sample of Black/African and Coloured women in South Africa: Convergence of risk related to substance use, sexual behavior, and violence. *Journal of Woman and Health*, 43(2), 73-92
- Shaffer, H.J., LaPlante, D.A., LaBrie, R.A., Kidman, R. C., Donato, A.N., & Stanton, M.V. (2004) Toward a syndrome model of addiction: Multiple expressions, common etiology. *Harvard Review of Psychiatry* (12), 367–374. DOI: 10.1080/10673220490905705
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470-480.