



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 2021

3 Credit Hours

Instructor: Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS
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Phone: 919.530.7696
Email: Latasha.Becton@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/latasha.becton>
Office Hours: Monday (Virtual by appointment)
Tuesday 8:00AM-2:00PM (Virtual by appointment)
Wednesday 8:00AM – NOON (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 business hours.

REQUIRED TEXTBOOKS & MATERIALS:

Inaba, D. & Cohen, W. (2019). *Uppers, Downers, and All Arounders*. 8th ed. Medford, OR: Steinbrenner.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th edition). 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. Students must have access to a computer with high speed internet access and the ability to stream audio and video. There are two required synchronous meetings for this class. Otherwise, the course content is offered asynchronously online. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, supplemental videos, and other relevant content as it is available. There may be some optional synchronous meetings throughout the semester.

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (<http://nccu.blackboard.com>). Every student has a username and password issued by the University. You are required to log on to the Blackboard 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 Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb 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. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

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.

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](#).

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.

CACREP STANDARDS addressed in CON 5306	CONTENT	METHOD FOR EVALUATION
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	Informational Interview Report, 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	Informational Interview, Addiction Assessment, 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	Informational Interview Report, Substance Use Assessment, Quizzes, Discussions
roles and settings of clinical mental health counselors (CACREP Section 5. CMHC 2.a)	All Modules	Informational Interview Report, Addiction Assessment, Quizzes, Discussions
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP Section 5. CMHC 2.b)	All Modules	Informational Interview, 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	Informational Interview Report, Addiction Assessment, 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	Informational Interview Report, Addiction Assessment, 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	Informational Interview Report, Addiction Assessment, Quizzes, Discussions
impact of crisis and trauma on individuals with mental health diagnoses (CACREP Section 5. CMHC 2.f.)	Module 8, Module 10-14	Informational Interview Report, Addiction Assessment, Quizzes, Discussions
impact of biological and neurological mechanisms on mental health (CACREP Section 5. CMHC 2.g.)	Modules 1-8,	Substance Use Assessment, 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	Informational Interview Report, Substance Use Assessment, 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	Cultures & Substance Use Presentation, Informational Interview Report, Addiction Assessment, 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	Informational Interview Report, Quizzes, Discussions
legal and ethical considerations specific to clinical mental health counseling (CACREP Section 5. CMHC 2.l)	Module 14	Informational Interview Report, 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	Informational Interview Report, Addiction Assessment, Quizzes
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	Cultures & Substance Use Presentation, Informational Interview Report, Addiction Assessment, 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	Informational Interview Report, 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	Informational Interview Report, Quizzes
strategies for interfacing with integrated behavioral health care professionals (CACREP Section 5. CMHC 3.d.)	Modules 8, 9-11, 14	Informational Interview, Quizzes,
strategies to advocate for persons with mental health issues (CACREP Section 5. CMHC 3.e.)	Modules 8, 10-14	Informational Interview Report, 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)	Module 11	Quizzes, Discussion s
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	Informational Interview Report, Addiction Assessment, Quizzes
use of assessments for diagnostic and intervention planning purposes (CACREP Section 2. F.7.e)	Module 1, 8-11, 14	Informational Interview Report, Addiction Assessment, Quizzes

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. Learn 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]

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 Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919-530-7676).
7. Please use the designated link in Blackboard 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 Blackboard.
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 (Blackboard 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 Blackboard 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 has two required meetings, on Monday, January 11, 2021 and Monday, March 15, 2021 from 4pm to 6:30pm each day. Failure to attend a scheduled meeting will result in a deduction of 50 points from your final grade per meeting. Outside of those required meetings, there is no traditional measure of attendance in our online course. It is, however, 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 (2) discussion posts, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Blackboard course. **The last day to withdraw with a WC Grade is 03/05/2021.**

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 Blackboard site. Each Module is marked with a title and due date. You are expected to complete all tasks within each Module. Please open the “LEARN” folder for lectures, supplemental videos, handouts, additional readings, and other course content. Please open the ASSESS folder for 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 Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

Class Orientation

Introduce Yourself (no points assigned)

For this assignment, you will a) change your profile picture on Blackboard, 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 12, 2021)**

Syllabus Quiz (20) 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 achieve a perfect score.

- **This assignment is due by the 2nd day of classes (January 12, 2021)**

Module Quizzes (25 points each; 250 points total)

There is a quiz/test for each Module in this course. Each quiz will be a subset of available questions for the designated chapter or content. Each quiz/test has up to 30 questions and is designed to assess your reading comprehension and help you prepare for standardized exams. It is likely you will see the quiz questions again.

Each quiz/test is timed and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Quizzes/ will be taken online and are open book. Quizzes are automatically scored. Correct answers will not be revealed; however, you will receive prompts of where to look to find the information. You may take each quiz *as many times as you like*. It is likely you will receive different questions on the subsequent administration(s). The *scores will be averaged* to determine your final score for the quiz/test. It is in your best interest to read the text prior to answering the quiz.

- Module Quizzes/Tests are **due each week on Thursday night.**

Module Discussions (20 points each; 280 points total)

You will respond to a set of discussion questions for each course module. You are expected to review scholarly literature and synthesize it with what you have learned from the textbook.

Option 1: Attend and actively participate in a live discussion with classmates and the instructor

- Live discussions will be hosted at various times and will be scheduled by the instructor. Not all modules will have this option. Please plan accordingly.

Option 2: Participate in the discussion via blackboard.

- You are *encouraged to post your initial response by Monday night* so that your peers will have an opportunity to respond/engage with you by the **Thursday night due date.**
- Initial posts must include the word count and at least 2 citations of *peer-reviewed journal articles.*
- You must respond to at least two peers by the due date each week.
- Written Module Discussions with responses to peers are **due each week on Thursday night.**

Addictive Behaviors Assessment (100 points)

This is a class participation assignment. For this assignment you will participate in a *synchronous group meeting with the instructor and other classmates to practice assessment.* You will practice facilitating a clinical interview or administering an assessment of substance use. You will participate in live discussion of ASAM criterion application in the assessment process.

- This assignment is **due by March 18, 2021.**

Special Populations & Addictive Disorders Project/Presentation (100 points)

This is a partner/group assignment. Groups/Topics were assigned based on preferences listed in Blackboard. Please check Blackboard to see which group you are assigned to for this assignment. Topics are also pre-assigned. For this assignment your group will a) read at least *THREE peer-reviewed articles* per group member about the assigned topic, b) prepare and record a video presentation for the class about the assigned topic, c) upload the video to a file sharing site, d) share the link with the instructor/class, e) post an annotated bibliography for the topic and question for reflection on the discussion board for the appropriate Module. *All group members will receive the same score.* Students are expected to respond to discussion prompts posted by peers.

- Video links, annotated bibliographies, and discussion questions are **due by March 18, 2021.** Please review the assignment information and rubric in Blackboard for more details.

Informational Interview (100 points)

For this assignment, you will either attend or facilitate an interview with a licensed alcohol and other drug counselor. In North Carolina, this would be a Licensed Clinical Addictions Specialist, however, in other states, credentials have different designations. It is preferred that you record the interview with the person's permission; however, it is not required. The goals of this assignment are for you to a) develop a relationship with staff at a local treatment facility, b) develop understanding of how care is implemented, and c) understand the roles and functions of counselors who treat substance use disorders and other addictive behaviors.

There are a few ways to complete this assignment:

Option 1: you may attend a live, synchronous interview facilitated by your instructor,

Option 2: review a recorded interview, or

Option 3: go in person to a mental health/substance use treatment facility in your local area.

The expectations for this assignment vary based on your choice of how to complete it above. Please review the instructions on Blackboard for details. Please review the assignment information and rubric in Blackboard for more details.

- This assignment is **due within one week after the date of the interview for options 1 and 2.**
- **Option 3 is due by April 15, 2021**

Mutual Support Group Attendance and Reflection (5 parts, 150 points total)

This assignment has multiple parts. 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 (80 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 blackboard. *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, and Al-Anon. For the fourth meeting, it is suggested that you attend a meeting for process addictions. If you would like to choose a different meeting, please discuss it with the instructor. Due to universal stay at home orders, students may attend meetings via synchronous web-based or telephonic platforms to complete this assignment. Please share with the course instructor which meeting you are planning to attend. BEFORE you attend any meetings, please review all materials provided by the instructor about the topic.

- **Reflection #1 is due February 4, 2021.**
- **Reflection #2 is due February 18, 2021.**
- **Reflection #3 is due March 4, 2021.**
- **Reflection #4 is due March 25, 2021.**
- **Final Reflection/Summary Paper is due by April 15, 2021**

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Blackboard 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 (Blackboard). Please review all videos, links, and supplemental documents unless directed otherwise. Readings are marked UDA for Uppers, Downers, All-Arounders or as DSM-5. Approximate pages are not exact and are included so you may plan your time.

Please refer to Blackboard 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 Blackboard.

Due Date	Topic/Module	Assigned Readings	Deliverables
Monday 1/11/21	Class Orientation	Syllabus	Introduction to Peers
Thursday 1/14/21	Module 1: History & Professional Issues	Skim UDA Chapter 1 - Psychoactive Drugs: Classification and History	Module Quiz Module Discussion
Thursday 1/21/21	Module 2: Neurobiology	UDA Chapter 2 - The Neurochemistry of and the Physiology of Addiction Pleasure Unwoven Video	Module Quiz Module Discussion
Thursday 1/28/21	Module 3: Downers - Part 1	UDA Chapter 5 - Downers: Alcohol Archibald et al (2019) DSM 5 - Alcohol DSM 5 - Substance Induced Mood Disorder DSM 5 – Depression AUDIT; CIWA-Ar	Module Quiz Module Discussion
Thursday 2/4/21	Module 4: Downers - Part 2	UDA Chapter 4 - Downers: Opiates/Opioids & Sedative-Hypnotics DSM 5 - Sedative-Hypnotics DSM 5 - Opioids DSM 5 - Schizoaffective Disorder COWS	Module Quiz Module Discussion 1st Meeting Reflection - AA
Thursday 2/11/21	Module 5: Uppers	UDA Chapter 3 - Uppers DSM 5 - Stimulants DSM 5 - Mania DSM 5 - Anxiety DSM 5 - ADHD	Module Quiz Module Discussion
Thursday 2/18/21	Module 6: All-Arounders	UDA Chapter 6 - All-Arounders DSM 5 - Psychosis DSM 5 - Bipolar Disorder DSM 5 - Hallucinogen Intoxication DSM 5 - Other Drugs	Module Quiz Module Discussion 2nd Meeting Reflection - NA

Thursday 2/25/21	Module 7: Other Drugs, Other Addictions	UDA Chapter 7 - Other Drugs, Other Addictions DAST	Module Quiz Module Discussion
Thursday 3/4/21	Module 8: Co-Occurring Disorders	UDA Chapter 10 - Mental Health and Drugs	Module Quiz Module Discussion 3rd Meeting Reflection - Process Addictions
Thursday 3/11/21	Module 9: Assessment & Intervention - Part 1	Myers & Salt Chapter 4 (read thoroughly); Myers & Salt Chapter 8 (read) Myers & Salt Chapter 3 (Skim) Addiction Severity Index (ASI) *Chapter 8 will help you answer the discussion questions*	Assessment Practice (live) Midterm Course Meeting
Monday 3/15/21		4pm - Midterm Course Meeting	
Thursday 3/18/21	Module 10: Assessment & Intervention - Part 2	UDA Chapter 9 - Treatment Larimer, Palmer, & Marlatt (1999) Additional Readings TBA in Blackboard	Module Quiz Module Discussion Cultures Presentations Addictive Behaviors Assessment
Thursday 3/25/21	Module 11: Assessment & Intervention - Part 3	UDA Chapter 8 - Drug Use and Prevention: From Cradle to Grave SAMHSA - Prevention Additional Readings TBA in Blackboard	Module Quiz Module Discussion 4th Meeting Reflection - Al-Anon
Thursday 4/1/21	Module 12: Special Populations - Part 1	Presentation Documents from Peers	Module Discussion
Thursday 4/8/21	Module 13: Special Populations - Part 2	Presentation Documents from Peers	Module Discussion
Thursday 4/15/21	Module 14: Professional Issues	42 CFR Part 2	Meeting Reflection Summary Informational Interview (final option)
Thursday 4/22/21	Finals Week	-----	-----
<p>January 15: End of Add/Drop Period February 12: Last day to withdraw and receive a prorated tuition adjustment/refund March 1: Summer and Fall registration begins March 5: 4pm; Last day to withdraw from a class with a W/C grade There is no spring break. There is no reading day. Grades for graduating students are due Tuesday, April 27, 2020.</p>			

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Discussion Posts		
Opening Introduction	--	1/14/21
Module Discussion (14 X 20 points each)	280	Weekly on Thursdays
Quizzes		
Syllabus Quiz	20	1/14/21
Module Quizzes (10 X 20 points each)	250	Weekly on Thursdays
Mutual Support Group Attendance & Reflection		
Meeting #1	25	2/4/21
Meeting #2	25	2/18/21
Meeting #3	25	3/4/21
Meeting #4	25	3/25/21
Final Reflection	50	4/15/21
Other Assignments		
Class Activity - Substance Use Assessment	100	3/18/21
Special Populations & Addictive Disorders Presentation	100	3/18/21
Informational Interview	100	within one week and by 4/15/21
Total Available Points	1000	

Final Grading Scale	
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 Blackboard 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 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 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. 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, or submitting the online form through the [Title IX Reporting Form](#), located at 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.

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.

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 Fall 2020 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](#).

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., & 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](https://doi.org/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](https://doi.org/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](https://doi.org/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.