INSTRUCTOR INFORMATION

Instructor: Dr. LaVelle Hendricks- Associate Professor
Office Location: Binnion 217
Office Hours: M,T,R: 9am-2pm
Office Phone: 903-886-5632
Office Fax: 903-886-5510
University Email Address: Lavelle.Hendricks@tamuc.edu
Preferred Form of Communication: E-Mail
Communication Response Time: 9am-2pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: CONCEPTS OF CHEMICAL DEPENDENCY

Author DOWEIKO
Edition 9TH
ISBN 9781285457178

Supplemental Readings

NAADAC Code of Ethics

Selected Substance Abuse Periodicals

Addictive Behaviors
Advances in Alcohol and Substance Abuse
Alcohol Health and Research World
Alcohol Treatment Quarterly
American Journal of Drug and Alcohol Abuse
International Journal of the Addictions
Journal of Chemical Dependency Treatment
Journal of Studies in Alcohol
Journal of Substance Abuse Treatment
Psychology of Addictive Behaviors
Catalogue Description of the Course
Covers a broad range of topics related to chemical dependency that school, community, student affairs, marriage/family, career, and other counselors should know. Topics include prevention, abused substances and their effects, symptoms of chemical dependency, an introduction to various chemical dependency treatment models, applications in a multicultural society, chemical dependency counseling with children and families, twelve-step and other support groups, employee assistance programs, relapse prevention, HIV/AIDS and other current issues.

General Course Information
This course is intended to provide an overview of substance abuse counseling. It will cover such areas as counseling strategies, diagnosis, treatment planning, program development and evaluation, substance abuse prevention, and drug effects.
<table>
<thead>
<tr>
<th>CMHC Standard</th>
<th>Learning Activity or Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
<td>Lecture, Readings, Chapter 1-2, 17, 22-23 (Doweiko, 2017) All supplemental readings</td>
<td>Annotated Bibliography Rubric</td>
</tr>
<tr>
<td>C4. Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
<td>Lecture, Readings, Chapter 2-10 (Doweiko 2017) All supplemental readings</td>
<td>Annotated Bibliography Rubric</td>
</tr>
<tr>
<td>H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</td>
<td>Lecture, Readings, Discussion Chapter 27-31 (Doweiko, 2017)</td>
<td>Group Meeting Discussion Rubric Annotated Bibliography Rubric</td>
</tr>
<tr>
<td>K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.</td>
<td>Lecture, Readings, Discussion Chapter 26-31 (Doweiko 2017)</td>
<td>Group Meeting Discussion Rubric Annotated Bibliography Rubric</td>
</tr>
</tbody>
</table>
Content Areas

Content Areas include, but are not limited to the following:

Students will be able to:

1. identify characteristics of substance use, abuse, and addiction;
2. diagnosis and develop an effective treatment plans from case studies;
3. identify appropriate treatment modalities;
4. identify resources in their area for substance abuse treatment as well as local support groups; and
5. develop a six week group treatment plan.

COURSE REQUIREMENTS

1. Complete all required and supplemental readings appropriate to class needs and personal interests; be prepared to discuss in class.
2. Complete all class assignments within specified time frames.

Examinations (100 points each) – There will be one exam covering the text and the code of ethics. Examination may consist of multiple choice, matching, or short answer.

Annotated bibliography. These articles will come from professional journals as listed above and no later than 2000.

Support Group Meetings (50 points each) – Each student will be required to attend two support group meetings. Meetings can be any 12 Step meeting (if you are in recovery it will be expected that you will attend meetings outside your normal area. ex: If you normally attend AA then attend Alanon or NA

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods
All work will be done through lecture on D2L.

Student Responsibilities or Tips for Success in the Course
As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

**GRADING**

Final grades in this course will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal article annotated bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Site visits to support groups (2)</td>
<td>100</td>
</tr>
<tr>
<td>Final examination</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
</tbody>
</table>

Late assignments will have 15% deduction per day late from the final score.

**TECHNOLOGY REQUIREMENTS**

**Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of
the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

<table>
<thead>
<tr>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
<th>Maintenance Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Edge</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Microsoft® Internet Explorer®</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Mozilla® Firefox®</td>
<td>Latest, ESR</td>
<td>N/A</td>
</tr>
<tr>
<td>Google® Chrome™</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Apple® Safari®</td>
<td>Latest</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Tablet and Mobile Support

<table>
<thead>
<tr>
<th>Device</th>
<th>Operating System</th>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Android™</td>
<td>Android 4.4+</td>
<td>Chrome</td>
<td>Latest</td>
</tr>
<tr>
<td>Apple</td>
<td>iOS</td>
<td>Safari, Chrome</td>
<td>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor</td>
</tr>
</tbody>
</table>
or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.

Chrome: Latest version for the iOS browser.

| Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

**For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: [https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements](https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements)

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site [http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Flash Player (version 17 or later) [https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- Adobe Shockwave Player [https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

**ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

**COMMUNICATION AND SUPPORT**

**Brightspace Support**
**Need Help?**
**Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

**System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.
Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures/Policies**
Written assignments are due on the day noted in the syllabus. Late papers will have 10% deduction per day late from the final score.

**Syllabus Change Policy**
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**University Specific Procedures**

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. [http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**TAMUC Attendance**
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. [http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.
Assignment Guidelines

NOTE: The annotated journal bibliography must be word processed or typed double-spaced and adhere to APA publication format. A part of the evaluation will involve assessment against APA format as well as clarity of written form and grammatical accuracy. All papers will be retained by the instructor, therefore it is suggested that each student retain a copy of their work. Please take note of the due dates listed below for the journal article manuscript. The final grade of this project will be adversely affected by any work submitted late.

A. Journal Article Annotated Bibliography

Each student will select a substance abuse or addictive behavior topic of personal and/or professional interest, one that is believed to be worthy of theoretical/conceptual or application consideration. Research and review ten (10) journal articles that contain a specific theme, e.g. group work with substance abusing adolescents, outpatient treatment efficacy, solution focused therapy with substance abusers, a family therapy substance abuse approach, substance abuse assessment, women’s issues in addiction, spirituality and addiction counseling, etc. Prepare an annotated bibliography (a brief summary and critical analysis) of the ten articles selected.

Please note: Students must consult with the instructor for topic approval prior to beginning work on their journal article annotated bibliography. This consultation will be done either prior to or after class starts, or scheduling an appointment with the instructor.

B. In addition, each student is to attend two meetings of the following: an open AA or NA meeting, Al-Anon, ACOA meeting or another self-help support meeting. You are to develop a 1-2 page summary of your observations and reactions of each visit.

Note: The type written summaries of these assignments are to be turned in to the dropbox/or email.

C. Examination

The midterm and final examination will assess the student’s knowledge of the material presented in the textbooks, reserved readings, lectures and class discussions. The format of the exams will consist of multiple choice, short answer essay and more in-depth essays

Course Outline
**Week 1:** Review of the syllabus; introduction: working definitions and the scope of substance abuse and addiction. The role of the counselor working with addictive behavior problems. (NAADAC Code of Ethics)

**Week 2:** Historical perspectives; harm reduction and other strengths based strategies (motivational interviewing and solution-focused therapy). (Addictive Behaviors)

**Week 3:** Addictive behavior effects as viewed from physiological, psychological and socio-cultural perspectives. Introduction to theories of addictive behavior; (Psychology of Addictive Behaviors)

**Week 4:** Traditional models of addiction: disease model, behavioral model, social learning model (Advances in Alcohol and Substance Abuse)

**Week 5:** Assessment, diagnosis and treatment planning with substance abuse and dependency; Therapeutic interventions I: individual counseling (Alcohol Health and Research World)

**Week 6:** Addiction across the life span; “other” addictions (Alcohol Treatment Quarterly)

**Week 7:** Competing and emerging models, Dual-diagnosis clients; Issues of race, ethnicity, culture, gender and sexual orientation (American Journal of Drug Abuse)

**Week 8:** Therapeutic interventions: family, codependence and COA’s; "intervention" with abuser/addict; strategies and methods. Substance abuse and the family: codependency, enabling and the effect on children (International Journal of Addictions)

**Week 9:** Group treatment and self-help groups (Journal of Chemical Dependency Treatment)

**Week 10:** Recovery and growth issues: 12-step models and additional self-help support groups (Journal of Studies in Alcohol)

**Week 11:** Relapse prevention/change maintenance: models and strategies (Journal of Substance Abuse Treatment)

**Week 12:** Public policy, prevention, and professional issues (how to survive as a substance abuse counselor), course summary.
Due Dates:

Annotated Bibliography: **October 25**

Exam 1: **October 6**

Group Meeting 1: **September 15**

Group Meeting 2: **November 10**

Final Exam: **December 1**

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Annotated Bibliography Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 – Does Not Meet Expectation (0-15 points)</th>
<th>2 – Meets Expectation (17-20 points)</th>
<th>3 – Exceeds Expectation (22-25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets length requirement and citations (25 points)</td>
<td>Demonstrates a lack of knowledge on how to appropriately cite and write basic information</td>
<td>Demonstrates knowledge on how to appropriately write and cite but omits one or two points from small error.</td>
<td>Demonstrates exceptional knowledge on how to appropriately write with citations.</td>
</tr>
<tr>
<td>Student writes about an approved topic adhering the themes within the guidelines (25 points)</td>
<td>Students do not write about an approved topic or include the themes within the guidelines.</td>
<td>Critique writes about an approved topic but does not include the themes. Vice versa.</td>
<td>Demonstrates exceptiona knowledge approved topic and includes provided themes.</td>
</tr>
<tr>
<td>Student reviews/Summarizes the Articles (25 points)</td>
<td>Student does not provide enough information to summarize the articles</td>
<td>Students provides minimal information regarding the articles</td>
<td>Student demonstrates exceptional knowledge summarizing the articles</td>
</tr>
</tbody>
</table>
### APA Style/Grammar (25 points)

| Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work. | Some APA errors (3-4 errors). Good quality indicative of graduate level work. | Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work. |

### Discussion & Meetings Rubric

<table>
<thead>
<tr>
<th>Discussion Post Qualities (100 points)</th>
<th>1 – Does Not Meet Expectation (0-65 points)</th>
<th>2 – Meets Expectation (70-85 points)</th>
<th>3 – Exceeds Expectations (90-100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post is not complete, not written in a clear manner OR post is missing critical components OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work</td>
<td>Post presents most elements OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors</td>
<td>Post presents all elements discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.</td>
<td></td>
</tr>
</tbody>
</table>

### Final Exam Rubric

<table>
<thead>
<tr>
<th>Grade Percentage on Quiz</th>
<th>1 – Does Not Meet Expectation (0-43 points)</th>
<th>2 – Meets Expectation (40-44 points)</th>
<th>3 – Exceeds Expectation (45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 80% correct on all quiz items</td>
<td>Between 80% and 89% correct on all quiz items</td>
<td>Greater than 89% correct on all quiz items</td>
<td></td>
</tr>
</tbody>
</table>