



EAST TEXAS A&M
UNIVERSITY

CRN 40419

COUN 581.02W: Assessment and Treatment of Chemical Dependency

Course Syllabus:

Summer 1 2025

June 2 – July 3

online class

INSTRUCTOR INFORMATION

Instructor: Zaidy MohdZain, PhD.,
Office Location: Binnion 229B
Office Hours: by appointment only
Office Phone: 903-886-5646
Office Fax:
University Email Address: zaidy.mohdzain@tamuc.edu
Preferred Form of Communication: e-mail
Communication Response Time: 48 hours during weekday excluding weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Van Wormer, K., & Davis, D. R. (2025). Addiction treatment: A strengths perspective, (5th ed.). Cengage Publishing.

Ebook ISBN-13: 9780357936382

Paperback ISBN-13: 9780357936344

COURSE DESCRIPTION

Catalogue Description of the Course

Provides in-depth information regarding the assessment and treatment of chemical dependency. Topics include coping skills; motivation for change; management of stress, anxiety, and anger; screening for chemical dependency in health care settings; various chemical dependency interventions; and planning specific treatments to match individual clients.

General Course Information

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Final Exam. This multiple-choice exam is based on material covered via texts, outside links, and lecture notes.

II. Substance Abuse Paper. Using information from readings, course lectures, and other scholarly research, students will explain the effects, implications, and history of a substance use related topic of their choosing.

Measurement 2 (Skills):

I. Substance Abuse Paper. Students will connect the effects, implications, and history of their topic to substance use treatment and client conceptualization.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 581 PLOs

CACREP Standards	Learning Activity	Assignment	Assessment Rubric	Benchmark
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none">Class materialsReadings (van Wormer & Davis, 2024) [Ch. 9]	1.Substance Abuse Paper 2.Article Abstracts 3.Exam	1.Substance Abuse Paper Rubric 2.Article Abstracts Rubric 3.Exam Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 3. ≥ 80% will score ≥ 80% on exam
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none">Class materialsReadings (van Wormer & Davis, 2024) [Ch. 3, 6-8]	1.Substance Abuse Paper 2.Exam	1.Substance Abuse Paper Rubric 2.Exam Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% will score ≥ 80% on exam
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none">Class materialsReadings (van Wormer & Davis, 2024) [Ch. 5, 7-8]	1.Substance Abuse Paper 2.Exam	1.Substance Abuse Paper Rubric 2.Exam Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% will score ≥ 80% on exam
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none">Class materialsReadings (van Wormer & Davis, 20) [Ch. 11]	1.Substance Abuse Paper 2.Article Abstracts	1.Substance Abuse Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

		3.Exam	2.Article Abstracts Rubric 3.Exam Rubric	2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 3. ≥ 80% will score ≥ 80% on exam
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none"> • Class materials • Readings (van Wormer & Davis, 2024) [Ch. 1 & 9] 	1.Substance Abuse Paper 2.Article Abstracts 3.Exam	1.Substance Abuse Paper Rubric 2.Article Abstracts Rubric 3.Exam Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 3. ≥ 80% will score ≥ 80% on exam
5.A.1; a, b, c, d, e, f 5.A.2; a, b, c, d, e, g, h, i, j, k, l, m 5.A.3; a, b, c, d, e, g, h	<ul style="list-style-type: none"> • Class materials • Readings (van Wormer & Davis, 2024) [Ch. 3, 6-8] 	1.Substance Abuse Paper 2.Exam	1.Substance Abuse Paper Rubric 2.Exam Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% will score ≥ 80% on exam

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

COURSE REQUIREMENTS

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 7th edition. Any form of plagiarism will not be tolerated.
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.

Assignments/Assessments

Note:

All assignments in this class must relate to CACREP 2016 Standards. Please refer to it before writing your assignments, please review CACREP 2016 standards especially Standard 5.A. (page 19 and 20). You may access the standards via the link <https://www.cacrep.org/section-5-entry-level-specialty-areas-a-addiction-counseling/>

Additionally, the section under “Course Description” with subheading of “CACREP Standards Addressed in COUN 581 PLOs” in the preceding pages in this course syllabus allude to the foundation upon which assignments and assessment of your performance in this course is based. You may be feeling very overwhelmed reading this but you DO NOT have to cover every and all the standards listed. When choosing a specific topic for your writing assignment, please be cognizant of the overall theme, and that you touch on at least one of the standards if not several of the standards with proper citation and reference.

For your benefit, I cut-and-paste The CACREP 2016 Section 5.A. is pasted below:

A. ADDICTION COUNSELING

Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

1. history and development of addiction counseling
2. theories and models of addiction related to substance use as well as behavioral and process addictions

3. principles and philosophies of addiction-related self-help
 4. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 5. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
 6. psychological tests and assessments specific to addiction counseling
2. CONTEXTUAL DIMENSIONS
1. roles and settings of addiction counselors
 2. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
 3. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
 4. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
 5. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
 6. role of wellness and spirituality in the addiction recovery process
 7. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
 8. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 9. 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)*
 10. cultural factors relevant to addiction and addictive behavior
 11. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
 12. legal and ethical considerations specific to addiction counseling
 13. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling
3. PRACTICE
1. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
 2. assessment of biopsychosocial and spiritual history relevant to addiction

3. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
4. techniques and interventions related to substance abuse and other addictions
5. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
6. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
7. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
8. strategies for interfacing with the legal system and working with court referred clients

1. Class Participation and Discussion (100 points total)

You are expected to participate in class discussion with in-depth submission of your thoughts and reactions. Each Discussion (maximum points of 20) will begin on Monday of the week at 12:00am and relevant submissions must be entered/uploaded by Friday at 11:59pm. The grading of Discussion posts and submissions will be based on your demonstration of your understanding of course materials and your ability to apply those concepts and materials especially during your counseling sessions with your clients. When submitting your postings, your Discussion needs to be referred to the concepts and materials in the reading assignments such as your textbook and others. So, your Discussion postings must include citations and proper referencing or it will violate the plagiarism/academic honesty policy.

Discussion Rubric Assessment:

	1- Does Not Meet Expectation (0- 13.9)	2- Meet Expectation (14-17.9)	3- Exceeds Expectation (18-20)
Each Discussion topic	Short, few words submission such as "yes", "agreed" without full sentences; sentences unrelated to the topic of discussion or out of context. Little or no indication of well-thought out posting	Submission addresses basic content; regurgitating content/materials from reading assignment with no indication of understanding nor ability to apply	Submission reflects underlying understanding of the content and context; good demonstration of ability to apply concepts and/or materials to clinical settings; well-thought off Postings(s0 are of graduate-quality,

			professional in nature; citations and referencing included.
--	--	--	---

1. Article Abstracts

These two assignments will demonstrate your comprehension abilities while combing through research to find an article that adequately summarizes the journey of assessing and treating those with battling chemical dependency. The final product must be at least two pages of written work and meet all APA guidelines.

a. Article Abstract 1 (50 points).

Research peer-reviewed and academic journal articles that pertains to the “Contextual Dimension” of 2016 CACREP Standards as outlined above. Your research must touch or relate to at least one of the items (a) to (m) of Standards 5.A.2. and/or a combination thereof.

b. Article Abstract 2 (50 points)

Research peer-reviewed and academic journal articles that pertains to the “Practice” of 2016 CACREP Standards as outlined above. Your research must touch or relate to at least one of the items (a) to (h) of Standards 5.A.3 and/or a combination thereof.

2. Substance Abuse Paper (100 points)

This paper will demonstrate your proficiency and understanding of a specific topic pertaining to chemical dependency. Through this assignment, you will place yourself as a clinician who counsels clients with addiction issues. In addition to research articles, you may use materials or content in your textbook with proper citations and references to explain your counseling methods, techniques, assessment, and interventions. The objective of this assignment is for you to be able to demonstrate your ability to connect textbook materials and concepts in clinical settings. The emphasis is on the operationalizing the concepts into actual practice. The paper must be at least 12 pages, but no more than 15 pages of written work. It must have at least 10 sources and meet all APA guidelines.

Article Review and Substance Abuse Paper

	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (17-20 points)	3 – Exceeds Expectation (22-25 points)
Meets length requirement and citations (25 points)	Demonstrates a lack of knowledge on how to appropriately cite and write basic information	Demonstrates knowledge on how to appropriately write and cite but omits one or two points from small error.	Demonstrates exceptional knowledge on how to appropriately write with citations and length.

			Demonstrates ability to connect to CACREP standards.
Student clearly addresses topics (25 points)	Students do not clearly address topics	Critique writes about a topic with some obviousness.	Demonstrates exceptional knowledge with an evident topic.
Student reviews/ Summarizes the Articles (25 points)	Student does not provide enough information to summarize the articles	Students provides minimal information regarding the articles	Student demonstrates exceptional knowledge summarizing the articles. Demonstrates ability to connect subject matter to CACREP standards.
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.

3. Exams (100 points each)

Even though we only have 5 weeks of Summer class sessions, this 3-credit hour course is required by State regulations to cover all materials as in full Fall or Spring semester of 15 to 16 weeks. Thus, the amount and volume of work each week during Summer semester will multiply accordingly.

There will be 2 exams: one is a midterm and the other is a final exam. Exam 1 (or Mismatch) will be taken mid-semester during Week 3 (June 17 to June 21) and is a multiple-choice exam covering the material from the beginning of the course until week the end of Week 3. Exam 2 (or Final) is a multiple-choice exam that covers material from week 4 until the end of Week 5 (July 3).

Exam 1 & 2 Rubric

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

GRADING

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

90%-100% A

80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Discussion	(100 points)
Article Abstracts	(100 points)
Substance Abuse Paper	(100 points)
Exam 1	(100 points)
Exam 2	(100 points)

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

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	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 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	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>
- 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>
- 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 Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>
- 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.

Interaction with Instructor Statement

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>

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>

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/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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.

Course Outline and Calendar

Date	Topic	2016 CACREP Standard(s)	Readings	Assignments
Week 1 June 2-6	Introduction to Substance Abuse Counseling Drugs and Their Effects Basic Theories on Alcoholism/Addiction	A.1; a, b, c, d, e, f	Chapters 1-3 (Van Wormer & Davis, 2024) & Course Lecture	Article Abstract #1 Due Discussion 1 due
Week 2 June 9-13	Treatment Approaches Dealing with Anger Issues Group Work	A, 3; a, b, c, d, e, g, h	Chapters 4-6 (Van Wormer & Davis, 2024) & Course Lecture	Article Abstract #2 Due Discussion 2 due

Week 3 June 16-20	Working with Families Relapse Prevention	A, 2; a, b, c, d, e, g, h, i, j, k, l, m	Chapters 7-9 (Van Wormer & Davis, 2024) & Course Lecture	Exam 1 Due Discussion 3 due
Week 4 June 23-27	Program Evaluation	A, 3; a, b, c, d, e, g, h	Chapters 10-13 (Van Wormer & Davis, 2024) & Course Lecture	Research Paper Due Discussion 4 due
Week 5 June 30- July 3	Final Exam		Final Exam	Final Exam Due! Discussion 5 due

Dated: April 29, 2025