



Counseling

EAST TEXAS A&M

COUN 581 40418 01W: Assessment and Treatment of Chemical Dependency

Course Syllabus

Summer 1 2026 – Asynchronous Online

June 1, 2026 – July 2, 2026

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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INSTRUCTOR INFORMATION

Instructor: Christian A. Henry, LPC, NCC
Office Location: Henderson H-323A
Office Hours: By appointment only
University Email Address: christian.henry@etamu.edu
Preferred Method of Communication: email
Communication Response Time: 48 hours, Monday through Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook(s)

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

ISBN-13: 9780357936382 (eBook)

ISBN-13: 9780357936344 (Paperback)

Note. This course utilizes D2L as its Learning Management System

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, and management of stress, anxiety, and anger; screening for chemical dependency in health care settings; chemical dependency interventions and evidence-based practices, and planning specific treatments to match individual clients.

General Course Information

Students will gain comprehensive knowledge of the major theoretical frameworks that explain addictive behaviors, including biological, psychological, and social models of addiction. The

course examines the neurobiological foundations of substance use disorders, exploring how addiction affects brain chemistry, neural pathways, and reward systems. Emphasis is placed on understanding co-occurring disorders—such as depression, anxiety, PTSD, and other mental health conditions—that frequently accompany addiction and complicate treatment outcomes. Students will investigate the profound role that grief, loss, and trauma play in initiating and perpetuating the addiction cycle, recognizing how unresolved emotional pain often serves as both a trigger and maintenance factor for substance use. The curriculum covers evidence-based assessment tools and diagnostic criteria used to identify various addictive disorders, as well as current best practices in treatment approaches. Students will learn to apply screening instruments, conduct thorough biopsychosocial assessments, and develop individualized treatment plans that address the complex, multifaceted nature of addiction. This foundation prepares students to work effectively with diverse populations affected by substance use disorders across various clinical settings.

2024 CACREP Standards Addressed in COUN 581

CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.C.5 theories and neurobiological etiology of addictions	Module 1 & 2: Chapters 1, 3, 4, & 6 (Van Wormer & Davis, 2025)	1. Personal Reflection Paper #1 2. Final Exam	1. Personal Reflection Paper Rubric 2. N/A	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on final exam
3.C.13 effects of crises, disasters, stress, grief, and trauma across the lifespan	Module 2 & 3: Chapters 5, 7, & 11 (Van Wormer & Davis, 2025)	Final Exam	N/A	$\geq 80\%$ will score $\geq 80\%$ on exam
3.G.12 procedures to identify substance use, addictions, and co-occurring conditions	Module 3: Chapter 8 (Van Wormer & Davis, 2025)	Final Exam	N/A	$\geq 80\%$ will score $\geq 80\%$ on exam
3.E.15 evidence-based counseling strategies and techniques for prevention and intervention	Module 2 & 3: Chapters 5, 6, 7 (Prevention), & 8 (Evidence based; Van Wormer & Davis, 2025)	1. Personal Reflection Paper #2 2. Final Exam	1. Personal Reflection Paper Rubric 2. N/A	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on exam

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.
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

1. Personal Reflection Paper #1 (100 points)

The purpose of this personal reflection paper is to identify your own conceptualization of addiction and addiction-related topics by addressing the two prompts below. Additionally, students are required to ground their assertion/stance/position using a minimum of three peer-reviewed journal articles or scholarly sources for this assignment. While this reflection paper is not an APA-style paper, it must include complete sentences, proper in-text citations, and a reference list that follows APA 7th edition guidelines. Therefore, a title page and abstract are not required. **Please write no more than three (3) pages, double-spaced, excluding your reference list.**

Prompt 1: Demonstrate your understanding of the Biopsychosocial-Spiritual Model, a multidimensional approach to understanding and treating addiction.



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- a. Describe and explain each dimension: (a) Biological, (b) Psychological, (c) Social, and (d) Spiritual.
- b. Does this multidimensional approach to understanding and treating addiction align with your own personal and/or professional view of addiction?

Prompt 2: Based on what you have learned/discovered about the Biopsychosocial-Spiritual Model, a multidimensional approach to understanding and treating addiction, what is something about your understanding of addiction that is now different? This could be a change in perspective or knowledge, adoption of a different framework for addiction, or a disagreement with all or some aspect of the Biopsychosocial-Spiritual Model. Please elaborate in detail on “what has changed and/or what is now different.”

Personal Reflection Paper #1 Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Understanding of Model Dimensions (30 points) - Evaluates how well students describe and explain all four dimensions (Biological, Psychological, Social, Spiritual) and their interconnections	Provides incomplete or superficial descriptions of dimensions. May omit one or more dimensions entirely, or explanations lack accuracy or detail. Limited demonstration of understanding how dimensions contribute to addiction. Missing key concepts or contains significant misunderstandings (0-20 points) .	Describes all four dimensions with good accuracy and adequate explanation. Includes most key concepts for each dimension. May lack some depth in examples or interconnections but demonstrates solid foundational understanding of the multidimensional nature of addiction (21-26 points) .	Provides comprehensive, accurate descriptions of all four dimensions (Biological, Psychological, Social, Spiritual) with detailed explanations of how each contributes to addiction. Demonstrates deep understanding by including specific examples, mechanisms, or research-based concepts for each dimension. Clearly articulates the interconnections between dimensions (27-30 points) .
Personal/Professional Alignment Analysis (20 points) - Assesses the depth of reflection on whether the model aligns with personal/professional views	Provides minimal or vague response about alignment. May give simple yes/no answer without meaningful explanation. Lacks personal reflection or fails to address the question adequately. Response appears superficial or disconnected from the model content (0-13 points) .	Clearly states whether model aligns with personal/professional views and provides reasonable explanation. Addresses the question directly with adequate supporting reasoning. May lack depth in exploring nuances or implications, but demonstrates honest engagement with the question (14-17 points) .	Provides thoughtful, nuanced reflection on personal/professional alignment with the model. Articulates specific aspects that align or conflict with own views. Demonstrates critical thinking by exploring reasons for alignment/misalignment and considering implications for practice or understanding. Response shows genuine self-reflection and engagement with the material (18-20 points) .
Transformation of Understanding (35 points) - The most	Provides vague or minimal description of change in understanding.	Identifies a clear change in understanding with	Identifies specific, meaningful change in understanding of addiction



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heavily weighted category, evaluating how students articulate what has changed in their understanding of addiction	May claim change without adequate explanation or detail about what specifically has shifted. Response lacks specificity about previous versus current understanding. May restate model information without demonstrating personal transformation. Fails to adequately address 'what has changed and/or what is now different.' (0-24 points).	adequate explanation of what has shifted. Describes the transformation in reasonable detail. May be somewhat general but demonstrates legitimate engagement with how learning has impacted understanding. Shows evidence of reflection on previous versus current understanding (25-31 points).	with detailed elaboration. Clearly articulates what was understood before versus after learning about the model. Provides concrete examples of how perspective, knowledge, or framework has shifted. Demonstrates genuine intellectual growth and ability to integrate new learning with previous understanding. Shows critical thinking about implications of this changed understanding (32-35 points).
Writing Quality & Organization (15 points) - Evaluates clarity, organization, and professional presentation	Writing lacks clarity or organization. Ideas may be difficult to follow or poorly structured. Contains frequent grammatical or spelling errors that distract from content. May not fully address prompts. Writing quality interferes with communication of ideas (0-10 points).	Writing is generally clear and organized. Ideas are presented in logical order. May contain minor grammatical or spelling errors that don't significantly impede understanding. Addresses prompts adequately. Demonstrates competent writing skills (11-13 points).	Writing is clear, well-organized, and professionally presented. Ideas flow logically with smooth transitions. Free from distracting grammatical or spelling errors. Responses directly address prompts with appropriate depth. Demonstrates college-level writing competency (14-15 points).

2. Personal Reflection Paper #2 (100 points)

The purpose of Personal Reflection Paper #2 is to demonstrate your understanding of both the assessment process for identifying substance use disorders and co-occurring conditions, as well as evidence-based counseling strategies for prevention and intervention. Below is a series of “parts” you will address in your paper. For this paper, students are required to ground their assertion/stance/position using a minimum of four peer-reviewed journal articles or scholarly sources for this assignment. While this reflection paper is not an APA-style paper, it must include complete sentences, proper in-text citations, and a reference list that follows APA 7th edition guidelines. Therefore, a title page and abstract are not required. **Please write no more than five (5) pages, double-spaced, excluding your reference list.**

- 1. Read the following prompt:** You are working as a counselor in a community mental health center. A new client, Jamie (age 28), has been referred to you after presenting at the emergency department with severe anxiety symptoms. During intake, Jamie mentions occasional alcohol use "to relax" and difficulty sleeping for the past 6 months.
- 2. Respond to the screening and assessment questions:**

- a. Specific screening and assessment tools you would utilize (name at least 3 standardized instruments and explain why you selected each)
 - b. Key interview questions or areas you would explore during the clinical interview
 - c. Diagnostic criteria you would consider from the DSM-5 or relevant diagnostic frameworks
 - d. Ethical considerations in the assessment process (confidentiality, informed consent, cultural sensitivity)
3. **Identify two (2) evidence-based counseling approaches based on the information from question 2, directly above, and respond to the questions below.**

For each approach:

- a. Name the specific intervention (e.g., Motivational Interviewing, Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Mindfulness-Based Relapse Prevention, Contingency Management, etc.)
- b. Explain the theoretical foundation - What principles or theories underlie this approach?
- c. Describe specific techniques you would use from this approach with Jamie
- d. Provide rationale - Why is this approach appropriate for co-occurring substance use and anxiety?
- e. Provide a reflection on how the two evidence-based interventions *align or do not align* with your own professional/theoretical approach to counseling.

Personal Reflection Paper #2 Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Screening & Assessment Tools (25 points)	Identifies fewer than 3 tools, names non-standardized or inappropriate instruments, or provides inaccurate tool names. Rationales are missing, extremely brief, vague, or demonstrate limited understanding of assessment instruments. May suggest informal assessment only or tools not appropriate for substance use/anxiety assessment. Shows insufficient knowledge of evidence-based screening and assessment practices. (0-17 points).	Identifies at least 3 appropriate standardized instruments with mostly accurate names. Provides adequate rationale for tool selection that shows basic understanding of their purpose and relevance to the case. May lack some depth in explaining psychometric properties or specific advantages of each tool. Rationales are present but may be somewhat general or brief. Tools selected are clinically appropriate even if explanations could be more comprehensive. (18-22 points).	Identifies at least 3 appropriate, standardized screening/assessment instruments with accurate names (e.g., AUDIT, DAST-10, GAD-7, PHQ-9, CAGE-AID, ASI). Provides detailed, clinically sound rationale for each tool selection that demonstrates understanding of what each instrument measures and why it's appropriate for Jamie's presentation. Shows knowledge of psychometric properties, appropriateness for co-occurring disorders, and evidence-based assessment practices. Rationales clearly connect tool selection to Jamie's specific symptoms and situation. (23-25 points).



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<p>Clinical Interview & Diagnostic Assessment (25 points)</p>	<p>Provides limited or vague interview questions that miss critical assessment areas. Fails to adequately address DSM-5 diagnostic criteria or demonstrates significant misunderstanding of diagnostic frameworks. Ethical considerations are missing, extremely brief, or show limited understanding of professional responsibilities. May omit discussion of confidentiality, informed consent, or cultural factors entirely. Shows insufficient grasp of comprehensive clinical assessment (0-17 points).</p>	<p>Provides adequate interview questions/areas covering most essential domains (substance use, anxiety, relevant history). May miss some important areas but covers core assessment needs. Correctly identifies key DSM-5 criteria for relevant disorders, though may lack complete detail. Addresses ethical considerations including confidentiality, informed consent, and cultural sensitivity with reasonable explanation, though may lack depth or miss some nuances. Demonstrates solid clinical knowledge and appropriate assessment approach. (18-22 points).</p>	<p>Provides comprehensive key interview questions/areas covering: substance use patterns (quantity, frequency, duration, consequences), anxiety symptoms and history, sleep patterns, medical history, mental health history, trauma, social support, functional impairment, and suicidal ideation. Accurately identifies relevant DSM-5 diagnostic criteria for both Alcohol Use Disorder (11 criteria) and anxiety disorders (GAD, panic disorder, etc.). Demonstrates thorough understanding of differential diagnosis considerations. Addresses ALL ethical considerations with specificity: informed consent procedures, confidentiality limits (duty to warn, mandated reporting), cultural sensitivity factors, assessment of decisional capacity, and professional boundaries. Shows sophisticated clinical reasoning (23-25 points).</p>
<p>Evidence-Based Interventions-Two Approaches (40 points)</p>	<p>Fails to identify two distinct evidence-based interventions, names inappropriate or non-evidence-based approaches, or provides only one intervention. Theoretical foundations are missing, inaccurate, or demonstrate significant misunderstanding. Techniques described are vague, generic, inappropriate, or demonstrate limited understanding of the approach. Rationales are missing, weak, or fail to address appropriateness for co-occurring disorders. Shows insufficient knowledge of evidence-based</p>	<p>For BOTH interventions: Names appropriate evidence-based approaches. Provides adequate explanation of theoretical foundations showing basic understanding of key principles. Describes specific techniques from each approach with reasonable application to the case, though may lack some detail or sophistication. Provides clear rationale for why approaches are appropriate for co-occurring disorders, though explanations may be somewhat general. Demonstrates solid understanding of evidence-based interventions and ability to apply them</p>	<p>For BOTH interventions: Correctly names specific, evidence-based approaches appropriate for co-occurring disorders (e.g., MI, CBT, DBT, MBRP, ACT, integrated CBT for SUD and anxiety). Provides detailed explanation of theoretical foundations showing deep understanding of underlying principles and theories. Describes multiple specific, concrete techniques from each approach with clear application to Jamie's case (e.g., for MI: reflective listening, change talk elicitation, decisional balance; for CBT: cognitive restructuring, exposure hierarchy, behavioral experiments). Provides strong, evidence-informed rationale explaining why each approach</p>



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	counseling approaches or inability to apply them to this clinical scenario (0-29 points).	appropriately, even if lacking the depth and specificity of exemplary work (30-36 points).	is appropriate for Jamie's co-occurring substance use and anxiety, referencing mechanisms of change. Techniques described are clinically appropriate and demonstrate sophisticated understanding of how to apply interventions (37-40 points).
Professional Reflection & Writing Quality (10 points)	Reflection is missing, extremely brief, superficial, or fails to meaningfully address alignment with personal professional approach. May simply restate intervention benefits without personal reflection. Writing lacks clarity or organization. Contains frequent errors that distract from content. May fail to address required components or response is difficult to follow. Shows limited professional development or self-reflection (0-6 points).	Provides adequate reflection on alignment between evidence-based interventions and personal approach. Shows reasonable self-awareness and engagement with the question. Reflection may lack some depth but is genuine and thoughtful. Writing is generally clear and organized with appropriate terminology. May contain minor errors that don't significantly impede understanding. Addresses all required components adequately (7-8 points).	Provides thoughtful, substantive reflection on how the two evidence-based interventions align or do not align with personal professional/theoretical approach to counseling. Demonstrates critical thinking about one's own theoretical orientation and ability to integrate (or acknowledge differences with) evidence-based practices. Reflection shows self-awareness and professional maturity. Writing is clear, well-organized, and professional throughout. Uses appropriate clinical terminology accurately. Free from distracting errors. Response directly addresses all components of the prompts in logical order (9-10 points).

3. Final Exam (200 points each)

The Final Exam will consist of 100 multiple-choice and true/false questions that directly cover material from the course textbook (Van Wormer & Davis, 2025). The exam is open-book and open-notes and must be completed independently. Students will complete the exam in D2L, which is available starting at 12:01 a.m. on January 5, 2026, and will close at 11:59 p.m. on January 9, 2026. Please note that 11:59 p.m. on January 9, 2026, is the last possible time of the Winter Mini 2026 semester; **therefore, providing an extension of any kind is not possible.**

GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C



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60%-69% D
< 59% F

Personal Reflection Paper #1	100 points
Personal Reflection Paper #2	100 points
Final Exam	200 points

late, an assignment will no longer be accepted.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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, an ETAMU campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following Monday. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedure/Policies

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being

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.

Classroom Recording in Practicum/Internship Policy

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN 552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.



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By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device, platform, or backup system to ensure full compliance with department's policy.

University Specific Procedures/Policies

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)



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<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

East Texas A&M University Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>



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

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

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COURSE OUTLINE/CALENDAR for COUN 581

Date	Topic	CACREP Standard(s)	Readings	Assignments
Module 1 6/1	Review Syllabus	CACREP 3.C.5		
Module 2 6/8	Introduction to Addiction Treatment: (a) Nature of Addiction and (b) Historical Perspectives The Biology of Addiction: (a) Alcohol: Its Use and Misuse, (b) Drugs Other than Alcohol, (c) SUD Treatment with Co-Occurring Mental Conditions, and (d) Process/Behavioral Addictions	CACREP 3.C.5	Chapters 1-2 (Van Wormer & Davis, 2025) Chapters 3-6 (Van Wormer & Davis, 2025)	Personal Response Paper #1 due at 11:59pm Central Time on 6/14/2026
Module 3 6/15	The Psychology of Addiction: (a) Addiction Across the Life Span; (b) Screening, Assessment, and Diagnosis; (c) Strengths- and Evidence-Based Helping Strategies; and (d) Mutual-Help Groups and Spiritual/Religious Resources	CACREP 3.C.13, 3.G.12, & 3.E.15	Chapters 7-10 (Van Wormer & Davis, 2025)	Personal Response Paper #2 due at 11:59pm Central Time on 6/21/2026
Module 4 6/29	The Social Aspects of Addiction: (a) Family Risks and Resiliencies; (b) Social and Cultural Considerations; (c) Biological Sex and Orientation; and (d) Public Policy	CACREP 3.C.13	Chapters 11-14 (Van Wormer & Davis, 2025)	Final Exam (emailed to me) due at 11:59pm Central Time on 6/30/2026 (no extension possible)



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