

University of Northern Colorado
APCE 624: Assessment and Treatment of Substance Abuse
Summer 2022
Course Syllabus
May 20th – June 5th

Required Class Meetings Online Via Zoom:

<u>First Weekend</u>	<u>Second Weekend</u>
May 20 th 4-8pm	June 3 rd 4-8 pm
May 21 st 9am-3pm	June 4 th 9am-3pm
May 22 nd 9am-2pm	June 5 th 9am- 2pm

Instructor: Angela Weingartner, Ph.D., LPC, NCC Pronouns: she, her, hers
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Phone: 970-351-1968
Office Hours: TBD

COURSE CONTENT:

This course is intended to provide students with information regarding addictions, substance abuse, and co-occurring disorders. Information regarding the etiology, recognition, assessment, diagnosis, treatment, and impact of addictions will be addressed. The influence of addictions throughout the lifespan will also be examined.

The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative you assume in the class.

Methods of Instruction: This class is taught entirely online, in synchronous and asynchronous formats. We will meet virtually, via Zoom, on the scheduled dates listed above, for lecture/discussion/activities. You may also meet with your peers to work on assignments. Zoom meetings are **mandatory** for all students. Missing a Zoom meeting is equivalent to missing a face to face class and results in the same potential consequences (reduction of your overall grade). Canvas assignments, discussion boards and activities are a course expectation. Students will be involved in learning in a variety of ways, including prerecorded online lectures, discussions, informative videos and group processing. Advanced reading/video/lecture viewing assignments must be completed in order to participate effectively.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will acquire knowledge and understanding of the:

1. Theories and etiology of addictions and addictive behaviors (CACREP 2.F.3.d). (Met through readings, lectures, in class discussions, guest speakers)

2. History and development of addiction counseling (CACREP AC Standard: 5.A.1.a). (Met through readings, lectures, in class discussions)
3. Theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP AC Standard: 5.A.1.b). (Met through readings, lectures, in class discussions, Final Exam)
4. Principles and philosophies of addiction-related self-help (CACREP AC Standard: 5.A.1.c). (Met through readings, lectures, in class discussions, Change Behavior Journal Assignment, Final Exam)
5. Principles, models, and documentations formats biopsychosocial case conceptualization and treatment planning (CACREP AC Standard: 5.A.1.d). (Met through readings, lectures, in class discussions, guest lectures, Immersion Activity Assignment, Final exam)
6. Neurological, behavioral, psychological, physical, and social effects psychoactive substances and addictive disorders on the user and significant others (CACREP AC Standard: 5.A.1.e). (Met through readings, lectures, in class discussions, Substance Presentation Assignment, Immersion Activity Assignment and Final Exam)
7. Psychological tests and assessments specific to addiction counseling (CACREP AC Standard: 5.A.1.f). (Met through readings, lectures, in class discussion and in class activities)
8. Roles and settings of addiction counselors (CACREP AC Standard: 5.A.2.a). (Met through readings, lectures, in class discussions and guest speaker)
9. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP AC Standard: 5.A.2.b). (Met through readings, lectures, in class discussions, Immersion Activity and Final Exam)
10. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders (CACREP AC Standard: 5.A.2.c). (Met through readings, lectures, in class discussions and Immersion Activity)
11. Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP AC Standard: 5.A.2.d). (Met through readings, lectures, in class discussions and in class activities)
12. Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP AC Standard: 5.A.2.e). (Met through readings, lectures, Immersion Activity and Change Behavior Assignment.,
13. Role of wellness and spirituality in the addiction recovery process (CACREP AC Standard: 5.A.2.f). (Met through readings, lectures, Immersion Activity)

14. Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP AC Standard: 5.A.2.g). (Met through readings, lectures, videos, Change Behavior Assignment)
15. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP AC Standard: 5.A.2.h). (Met through readings, guest lectures)
16. Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP AC Standard: 5.A.3.a). (Met through readings, lectures, Final Exam)
17. Assessment of biopsychosocial and spiritual history relevant to addiction (CACREP AC Standard: 5.A.3.b). (Met through readings, lectures, videos)
18. Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP AC Standard: 5.A.3.c). (Met through readings, lectures, Final Exam)
19. Techniques and interventions related to substance abuse and other addictions (CACREP AC Standard: 5.A.3.d). (Met through readings, lectures, role-plays, Final Exam)
20. Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (CACREP AC Standard: 5.A.3.e). (Met through readings, lectures, discussion)
21. 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 (CACREP AC Standard: 5.A.3.f). (Met through readings, lectures, discussions, Immersion activity, change behavior assignment)
22. Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery (CACREP AC Standard: 5.A.3.g). (Met through readings, lectures, discussions, Final Exam)
23. Strategies for interfacing with the legal system and working with court referred clients (CACREP AC Standard: 5.A.3.h). (Met through readings, lectures, guest lectures)
24. Neurobiological and medical foundation and etiology of addiction and co occurring disorders (CACREP CMHC Standard: 5.C.1.d & CACREP CRC Standard: 5.D.1.e). (Met through readings, lectures, discussions, Final Exam, Immersion Activity)
25. Signs and symptoms of substance abuse in individuals in higher education settings (CACREP AC Standard: 5.E.2.f). (Met through readings, lectures, guest lectures, Final Exam)
26. Strategies for addiction prevention and intervention for individuals in higher education settings (CACREP CCSA Standard: 5.E.3.d). (Met through readings, lectures, guest lectures)

27. Impact of addiction on marriages, couples, and families (CACREP MCFC Standard: 5.F.2.h). (Met through readings, lectures, videos, Immersion Activity)

28. Recognize the potential for substance use disorders to mimic and/or co-occur with a variety of neurobiological, medical and psychological disorders (CACREP CMHC Standard: 5.C.2.e & CACREP CRC Standard: 5.D.2.g). (Met through readings, lectures, videos, class discussions, Immersion activity, change behavior activity)

29. 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 SC Standard: 5.G.2.i). (Met through readings, lectures, guest lectures)

Goals: This course is intended to serve as an introduction to addictions counseling introducing relevant issues such as physiological effects, etiology, assessments, diagnosis, levels of treatment, motivation/readiness, confidentiality, intervention strategies, community support, ethics, prevention, and social justice. The course will enhance the preparation of professional counselors to work more effectively with issues involving addictions.

Required Text(s)

Stevens, P. W., & Smith, R. L. (2018). *Substance use counseling: Theory and Practice* (6th ed)

Additional Texts

- Al-Anon Family Groups (2008). *How Al-Anon works for families and friends of alcoholics*. Virginia Beach, VA: Al-Anon Family Group Headquarters, Inc.
- Bear, E. (1999). *The dark night of recovery: Conversations from the bottom of the bottle*. Deerfield Beach, FL: Health Communications, Inc.
- Bien, T. & Bien, B. (2002). *Mindful recovery: A spiritual path to healing from addiction*. New York, NY: Wiley.
- Brooks, F. & McHenry, B. (2015). *A contemporary approach to substance use disorders and addiction counseling* (2nd ed.). Alexandria, VA: American Counseling Association.
- Chopra, D. (2009). *Reinventing the body, Resurrecting the soul*. New York, NY: Random House.
- Cloud, H., Townsend, J. (1992). *Boundaries: When to say yes, How to say no. How to take control of your life*. Grand Rapids, Michigan: Zondervan.
- Clune, M. (2013). *White out: The Secret life of heroin*. Center City, Minnesota: Hazelden.
- Epstein, M. (1995). *Thoughts without a thinker: Psychotherapy from a Buddhist perspective*. Cambridge, MA: Basic Books.
- Hanh, T. N. (1991). *Peace is every step*. New York, NY: Bantam Books.
- Hanh, T. N. (2004). *Taming the tiger within: Meditations on transforming difficult emotions*. New York, NY: Riverhead Books.
- King, R. (2004). *Healing rage: Women making inner peace possible*. Berkeley, CA, Sacred Spaces.
- Louve, R. (2005, 2008). *Last child in the woods*. New York, NY: Workman
- Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. Berkeley, CA: North Atlantic Books
- Pollan, M. (2018). *How to change your mind: What the new science of psychedelics teaches us about consciousness, dying, addiction, depression, and transcendence*. New York, NY: Penguin Press
- Sapolsky, R. M. (2004). *Why zebras don't get ulcers*. New York, NY: Holt.
- Sheff, D. (2008) *Beautiful Boy: A father's journey through his son's addiction*. New York, NY: Mariner Books.
- Turkle, S. (2011). *Alone together*. New York, NY: Basic books.
- W., B. (2014). *Alcoholics anonymous* (Deluxe ed.). New York: Jeremy P. Tarcher.

Confidentiality: In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class or supervision is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as evidenced in the current ACA codes will be followed

Attendance Policies

Note: *Being tardy for class (more than 10 minutes late) three or more times will be counted as one unexcused absence.*

Alternately, missing five hours or more of class will result failure of the class and a need to retake it. Missing significant portions of time less than four hours will result in corresponding deductions from your grade. For example, missing three hours of class will result in the loss of a letter grade. Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. A final letter grade is based on total points accumulated from each of the elements listed below, (weighted proportionally as noted) as a percentage of the total class points available:

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

Course Requirements: Students will be expected to maximize opportunities to expand both knowledge base and practice skills in addictions. Activities will be designed to facilitate the understanding and intervention with addictions issues. Students will be expected to participate in class discussions and complete written and reading assignments.

Course Assignments:

1. Attendance and Participation (20 points):

Graduate students are expected to be responsible for regular and punctual class attendance including online participation. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in class activities. All students will be involved in online learning, role-plays and experiential exercises and should be prepared to participate in discussions and activities. Please note that attendance is mandatory. Because of the interactive format, missing more than 2 hours of a synchronous class session negatively impacts your learning/attendance. Participation also involves meaningful engagement with Discussion Board posts. Please email me if you feel that this may be a problem. Finding a way to make this class an enriching learning opportunity is our responsibility together. I ask that you come to class prepared by having read and reflected on the reading assignments. If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time. Active participation is essential and your participation grade will be evaluated in the following way:

- **_Excellent (80-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- **_Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- **_Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **_Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, *sleeping, answering email, surfing the internet*

2. Change-Behavior and Journal (50 points)

Each student shall choose a behavior change they wish to commit to and shall keep a weekly journal of struggles, challenges, successes, thoughts, feelings, and behaviors. This requires **2 weeks of journal entries**. This change-behavior can include diverse choices such as giving up a substance (nicotine, alcohol, caffeine, sugar, etc.) or a behavior (TV, Internet games, fast food, favorite food, social media, text messaging). The goal of this activity is to have an experiential connection to the processes and challenges of change and choice and the impact of self-monitoring, motivation, awareness, and others. There will be times in class to do a group discussion of the change behavior experiences. This project will start at 4pm, May 20th and will end at 4pm Friday, June 3rd. **You will need to email me your change behavior by 9 am May 20th.**

Your change behavior journal will be turned in on Canvas at the beginning of class **June 3rd**

Evaluation Criteria for this assignment include completing the journal writing, demonstrating a genuine effort to engage in a meaningful change, and indicating application of the experience to the knowledge and content focus of the class, application to work with clients, and impact on the self.

3. Substance Presentation (35 points) Due June 3rd and June 4th

The purpose of this 45-60 minute presentation is for students to actively apply and integrate concepts from the class and learn more about providing treatments for individuals with specific substance concerns. The goal is for this to be a valuable handout to add to a folder/resource file from each student in the course. This is also an opportunity to be creative! Students will work in small groups and present to the entire class on Zoom. We will talk more about this assignment on the first day of class. **You will need to email your handout and powerpoint presentation to Dr. Weingartner by Wednesday, June 1st.**

The handout will include information regarding the substance and treatment:

- a) Drug and history of the drug
- b) Incidence
- c) Psychoactive effects
- d) Effects on the body
- e) Tolerance and withdrawal
- f) Multicultural Considerations

The handout should be broken down into the six highlighted sections.

4. Immersion Activity (65 points):

Option A: Attending a 12 step meeting/support group Due June 5th

As part of your class experience you have the option to attend **three different** “Open” 12-Step meetings or support groups (e.g., AA, NA, OA, Alanon, etc). These meetings must be approved by your professor prior to you attending. As a reminder, all meetings are “Closed” meetings unless indicated with an O (open). **Only attend open meetings** for this course requirement. If you are uncomfortable attending an in-person meeting due to COVID-19, please know that **many of the meetings have moved to either an online format or can be attended by phone**. If you are having a hard time finding meetings, please email the professor as soon as possible. You need to keep a log of your experience at each meeting to reflect upon as you write the following paper. To receive full credit for this assignment you must meet the following criteria

- **An attendance and reflection log-** This log will record your attendance at the three meetings and ask you to reflect on your experience. Your reflection will focus on your thoughts and feelings before the meeting, during the meeting, and after the meeting. It can also include any insights you gained or change in comfort level. This means there will be 3 entries in all, each a minimum of one-page per entry (35 points)
- **Summary paper-** This is a 3-4 page paper describing a) your overall thoughts and feelings about the meetings you attended, b) what influenced your thoughts and feelings, c) what this exercise has taught you about what clients might experience (30 points).

Note: This paper does not need to be in APA format however, it needs to be graduate level writing.

Option B: Recovery Interview Due June 5th

As part of your class requirements you have the option to interview an individual who is in recovery **or** a person who has been affected by another in recovery. For this assignment it is important that you maintain confidentiality for the individual you are interviewing. This means that you will use a pseudonym and remove any identifying information. You will need to prepare a list of questions that you will bring to your interview. Here are some ideas to help you create your own questions:

- How have addictions played a role in your life?
- Discuss the emotions that have arisen during your time (or others) in recovery
- What are some of the biggest challenges in recovery?
- What did you learn about yourself throughout this process?
- What is your wellness plan?

Again, these are simply suggestions. You are required to email me your questions prior to completing the interview. **The final day that I will accept interview questions is on Friday, May 27th** This paper should be 10-14 pages and written in APA format. An abstract is not required.

To receive full credit for this assignment you will need to be reflective throughout AND apply what we have learned in class to your interview. Think about levels of care that we have learned about in class and how that might apply to your interviewee’s experience with treatment. Does your interviewee meet diagnostic criteria for substance use disorder (or did they)? What sort of support groups were most beneficial for your client? These are just a few examples of things you will want to consider when writing your interview paper.

Option C: Research Paper Due June 5th

As a part of your class requirements, you may choose to write a research paper on a topic of interest in the field (i.e. diagnosis, trends in substance counseling, treatment, legal implications, family dynamics, etc.). You must have faculty approval of your topic prior to beginning this research paper. **Topics are due for approval by May 27th**. Papers are to be 15-20 pages in length and adhere to APA format. At least 10 references from peer-reviewed journals are required. The following criteria will be used to evaluate your work:

- Did you meet the minimum requirements (e.g., page limit, journal article requirements, etc.)?
- Was your paper formatted according to 7th edition APA manual?
- How much detail and comprehensiveness is included?
- Did you integrate readings, journal articles and class materials to apply what you've learned?
- Did you support your statements with research?
- Overall quality of your research paper

4. Final Exam Online, June 5th (30 points)

An online final exam will be given on the last day of class. This cumulative and comprehensive exam will consist of multiple choice questions, short answer and essay questions.

Grading Standards:

1. Attendance and participation	20 points
2. Change Behavior and Journal	50 points
3. Substance Presentation	35 points
3. Immersion Activity	65 points
4. Final Exam	30 points
Total points	200 points

Policies for late and make-up work: Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

Policies for incompletes: An incomplete in the class will only be granted in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before finals week) to seek approval. A grade of I (incomplete) is a temporary grade assigned in those rare instances when, in the judgment of the faculty member, no other grade will insure justice to the student.

Additional Information

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for failure of the course and/or grounds for dismissal from the program.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, and iPads. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack during class. Your personal electronic devices should not be on your desks. If

you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftén. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Tentative Outline of Course Schedule-

Date	Book Chapters (Stevens & Smith)	Articles/Information on Canvas	Assignments & Due Dates
05/20	Introduction, course syllabus and review <ul style="list-style-type: none"> • Chapter 1: Introduction to Substance Use Disorder Counseling • Chapter 2: Ethical and Legal Issues in Substance Use Disorder Counseling • Chapter 4: Etiology of Substance Abuse 	<ul style="list-style-type: none"> • Goodbye Letter • <i>Words Matter: How language choice can reduce stigma</i> 	Change behavior due to Dr. Weingartner PRIOR to class
05/21	<ul style="list-style-type: none"> • Chapter 3: The Major Substances of use and Their Effect on the Brain and Body • Chapter 5: Assessment and Diagnosis • Chapter 6: Treatment Planning and Treatment Settings 	<ul style="list-style-type: none"> • <i>Treatment access barriers and disparities among individuals with co-occurring mental health and substance use disorders</i> (2016) Priester, M.A., et al. 	
05/22	<ul style="list-style-type: none"> • Chapter 7: Individual Treatment • Chapter 8: Group Counseling • Chapter 9: Family Counseling 	<ul style="list-style-type: none"> • <i>Disseminating evidence-based practices in substance abuse treatment: A review with suggestions</i> (2006). Miller, W.R., et al 	

5/23-6/2	<ul style="list-style-type: none"> • Chapter 12: Working with Diverse Cultures • Chapter 11: Working with Special Populations • 		Online Discussion
06/03	<ul style="list-style-type: none"> • Chapter 14: Behavioral Addictions/Non substance related disorders <p>Group Presentations</p>		Group Presentations Due Change Behavior Journal Due
06/04	<ul style="list-style-type: none"> • Chapter 10: Retaining Sobriety: Relapse Prevention Strategies • Chapter 13: Prevention <p>Group Presentations</p>		Group Presentations Due
06/05	Final Exam		Immersion Activity Due Final Exam

The instructor may make changes to the syllabus as the course proceeds.