

**University of Northern Colorado**  
**APCE 624-700: Assessment and Treatment of Substance Abuse**  
**Summer 2023, Lowry Campus**  
**Course Syllabus**  
**May 19th – June 4th**

**First Weekend**

May 19th 4pm-10pm  
 May 20th 8am-5pm  
 May 21st 8am-4pm

**Second Weekend**

June 2nd 4pm-10pm  
 June 3rd 8am-5pm  
 June 4th 8am-4pm

**Instructor:** Jennifer Santopietro, PhD, LPC, SSP/SC      Pronouns: she, her, hers  
**Email:** jennifer.santopietro@unco.edu  
**Office Hours:** By appointment via Zoom

**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.

**APCE 624 – Assessment and Treatment of Substance Abuse Assessment Rubric**

Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.				
<b>Knowledge Learning Outcome Assessed</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<b>Foundations</b>  Student demonstrates an understanding of the history, development and theories of addiction counseling.	Student demonstrates a superior level of understanding of the history, development and theories of addiction counseling.  The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the history, development and theories of addiction counseling. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the history, development and theories of addiction counseling. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the history, development and theories of addiction counseling.  The student performs well below what would be expected of an entry-level counselor.
<b>Effects</b>	Student demonstrates a	Student demonstrates basic,	Student demonstrates limited kno	Student demonstrates a

Student demonstrates knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.	superior knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. The student performs well above what would be expected of an entry-level counselor.	entry-level knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. The student performs equivalent to what would be expected of an entry-level counselor.	wledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. The student performs below what would be expected of an entry-level counselor.	lack of knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.  The student performs well below what would be expected of an entry-level counselor.
<b>Assessments</b>  Student demonstrates knowledge and skill in the psychological tests and assessments specific to addiction counseling.	Student demonstrates a superior knowledge and skill in the psychological tests and assessments specific to addiction counseling. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge and skill in the psychological tests and assessments specific to addiction counseling. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited knowledge and skill in the psychological tests and assessments specific to addiction counseling. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge and skill in the psychological tests and assessments specific to addiction counseling.  The student performs well below what would be expected of an entry-level counselor.
<b>Diversity</b>  Student demonstrates knowledge concerning cultural factors relevant to addiction and addictive	Student demonstrates a superior knowledge concerning cultural factors relevant to addiction and	Student demonstrates a basic, entry-level knowledge concerning cultural factors relevant to addiction and	Student demonstrates a limited knowledge concerning cultural factors relevant to addiction and addictive behaviors or of related programs for preventative	Student demonstrates a lack of knowledge concerning cultural factors relevant to

behaviors and related programs for preventative measures.	addictive behaviors and related programs for preventative measures. The student performs well above what would be expected of an entry-level counselor.	addictive behaviors and related programs for preventative measures. The student performs equivalent to what would be expected of an entry-level counselor.	measures.  The student performs below what would be expected of an entry-level counselor.	addiction and addictive behaviors and of related programs for preventative measures. The student performs well below what would be expected of an entry-level counselor.
<b>Practice</b>  Student demonstrates knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders.	Student demonstrates a superior knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders.  The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders.  The student performs well below what would be expected of an entry-level counselor.

*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.*

**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* (6<sup>th</sup> 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* (2<sup>nd</sup> 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

Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. 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. 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 classroom learning, role-plays and experiential exercises and should be prepared to participate in discussions and activities. Please note that

attendance is mandatory. Participation also involves meaningful engagement with our discussions in class. 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.

## 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 4 pm, Friday, May 19th and will end at 4 pm Friday, June 2nd. **You will need to email me your change behavior by 10:00 am on May 19th.**

Your change behavior journal will be turned in on Canvas at the beginning of class **Friday, June 2nd**.

*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 2nd and June 3<sup>rd</sup> (If the class size is small, students will be working together to prepare two shorter presentations).

The purpose of these 30 - 45 min. presentations 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. We will talk more about this assignment on the first day of class. **You will need to email your handouts and presentations to Dr. Santopietro by Thursday, June 1st.** The handouts will include information regarding the substance and treatment and should be broken down into these six highlighted sections:

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

#### 4. Immersion Activity (65 points):

**Option A: Attending a 12-step meeting/support group Due Thursday, June 1st, 11:59 pm**

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 to 4-page paper describing the following:
  - 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 is a reflection based upon your experiences thus it will be written in 1<sup>st</sup> person perspective and does not need to include references or in-text citations. It needs to be graduate level writing and in APA format, however, there does not need to be a title or reference page.

**Option B: Recovery Interview Due Thursday, June 1st, 11:59 pm**

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 26th.** This paper should be 10 - 12 pages and written in APA format. Please include a title and reference page (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. This should not be simply a transcript of the interview, but rather summarize the interview and apply key concepts from class. You should include 2 – 4 references (the text, research articles) to help support your application of the concepts from class. 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 or not meet diagnostic criteria for substance use disorder? What sort of support groups or treatment options 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 Thursday, June 1<sup>st</sup>, 11:59 pm**

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 Wednesday, May 24th** Papers are to be 13 – 15 pages in length and adhere to APA format with a title page, abstract, and reference page (the title and reference page are not included in the 13 to 15-page requirement). An adequate number of references (8 – 10) from peer-reviewed journals are required. The majority of these references need to be actual qualitative or quantitative research studies. No more than two of the references may be conceptual articles. If you need help discerning if an article is a research study or not, please reach out to Dr. Santopietro. 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 7<sup>th</sup> edition APA manual?
- How much detail and comprehensiveness are 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, Sunday, June 4th (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
<b>Total points</b>	<b>200 points</b>

### Additional Information

**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 having your portable electronic devices on silent mode. Dr. S assumes that you will be making every effort to be as fully present in class as possible and that you will limit distractions of any kind during class. If you know that you may need to accept an emergency phone call during class please let the instructor know, and 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 students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

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

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

### 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. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

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

### **Confidential Campus Resources**

**Assault Survivors Advocacy Program (ASAP)** Office Located: 2<sup>nd</sup> floor of Cassidy Hall  
Office Phone: 970-351-1490  
Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm  
24 Hour Hot Line: 970-351-4040  
Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

**UNC Counseling Center**  
Office Located: 2<sup>nd</sup> floor of Cassidy Hall  
Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm  
Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

**Psychological Services**  
Office Located: McKee Hall Room 247  
Office Phone: 970-351-1645  
Web: <https://www.unco.edu/cebs/psychological-services-clinic/>  
Hours: By Appointment  
Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### Academic Integrity

Students 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 Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

### Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

### Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

#### We are located:

Office: University Center 1<sup>st</sup> floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

**It's never too early to talk about career!**

### COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university

operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

### Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. 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, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

#### **Asian Pacific American Student Services (Cultural Center)**

924 20th St  
Greeley, CO 80639  
(970) 351-1909

[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

#### **Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)**

1410 20th St  
Greeley, CO 80639  
(970) 351-2424

[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

#### **Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership**

Development

1915 10th Ave  
 Greeley, CO 80639  
 970-351-1492  
[cwge@unco.edu](mailto:cwge@unco.edu)

**Center for Gender and Sexuality (Resource Center)**  
 2215 10th Ave., Campus Box 42  
 Greeley, CO 80631  
 970-353-0191  
[gsrc@unco.edu](mailto:gsrc@unco.edu)

**Marcus Garvey Cultural Center (Cultural Center)**  
 928 20th St., Campus Box 41  
 Greeley, CO 80639  
 (970) 351-2351  
[MGCC@unco.edu](mailto:MGCC@unco.edu)

**Native American Services (Cultural Center)**  
 924 20th St  
 Greeley, CO 80639  
 (970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Veteran's Services (Resource Center)**  
 1815 8th Ave  
 Greeley, CO 80631  
 970-351-1403  
[timothy.nellett@unco.edu](mailto:timothy.nellett@unco.edu)

### Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, 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](http://www.unco.edu/bear-pantry) for more information.

### Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

### Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

### Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

### Tentative Outline of Course Schedule

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

*This is a general overview of the chapters that will be covered and assignment due dates. In addition to this schedule, the course will include videos, guest speakers, group discussions, project work time, writing experiences, role plays, etc.*

Date	Book Chapters (Stevens & Smith)	Articles/Information on Canvas	Assignments & Due Dates
5/19	Introduction, course syllabus and review <ul style="list-style-type: none"> <li>Chapter 1: Introduction to Substance Use Disorder Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Goodbye Letter</li> <li><i>Words Matter: How language choice can reduce stigma</i></li> </ul>	Change behavior due to Dr. Santopietro PRIOR to class



	<ul style="list-style-type: none"> <li>• Chapter 2: Ethical and Legal Issues in Substance Use Disorder Counseling</li> <li>• Chapter 4: Etiology of Substance Abuse</li> </ul>		
5/20	<ul style="list-style-type: none"> <li>• Chapter 3: The Major Substances of use and Their Effect on the Brain and Body</li> <li>• Chapter 5: Assessment and Diagnosis</li> <li>• Chapter 6: Treatment Planning and Treatment Settings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Treatment access barriers and disparities among individuals with co-occurring mental health and substance use disorders (2016) Priester, M.A., et al.</i></li> </ul>	
5/21	<ul style="list-style-type: none"> <li>• Chapter 12: Working with Diverse Cultures</li> <li>• Chapter 11: Working with Special Populations</li> </ul>		
*6/1 6/2	<ul style="list-style-type: none"> <li>• Chapter 14: Behavioral Addictions/Non-substance related disorders</li> </ul> <p>Group Presentations</p>		<p><b>Immersion Activity Due</b></p> <p><b>Group Presentations Due</b></p> <p><b>Change Behavior Journal Due</b></p>
6/3	<ul style="list-style-type: none"> <li>• Chapter 10: Retaining Sobriety: Relapse Prevention Strategies</li> <li>• Chapter 13: Prevention</li> <li>• Final Exam Prep</li> <li>• Group Presentations</li> </ul>		<p><b>Group Presentations Due</b></p>

6/4	Final Exam		<b>Final Exam</b>
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