

University of Northern Colorado
APCE 624: Assessment and Treatment of Substance Abuse
Spring 2025
Course Syllabus
January 17th – February 9th

First Weekend

Jan 17th 4pm-10pm
 Jan 18th 8am-5pm
 Jan 19th 8am-4pm

Second Weekend

January 31st 4pm-10pm
 Feb 1st 8am-5pm
 Feb 2nd 8am-4pm

Instructor: Angela Weingartner, Ph.D., LPC, NCC Pronouns: she, her, hers

Email: angela.weingartner@unco.edu

Phone: 970-351-1968

Office Hours: Wednesday 1-3; Thursday 9-11

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.

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)

Cavaiola, A., Giordano, A.L., & Golubovic, N. (2022). *Addiction Counseling: A Practical Approach*. Springer Publishing Company.

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 you 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. 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 4 pm, January 17th and will end at 4 pm Friday, January 31st. **You will need to email me your change behavior by 9 am on January 17th.**

Your change behavior journal will be turned in on Canvas at the beginning of class **January 31st**.

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 January 31st and February 1st

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. 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, January 29th**. 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 February 2nd

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 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 February 2nd

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, January 24th** 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. This should not be simply a transcript of the interview. Summarize the interview and apply key 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 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 February 2nd

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 January 24th** 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, February 2nd (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

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

Title IX / Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the 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 and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting

students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents 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. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-1490
Web: unco.edu/asap

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

UNC Counseling Center
Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-2496

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

*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 have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email 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).

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 or for student *events*, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st 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!

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.

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

César Chávez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Gender and Sexuality Resource Center (Resource Center)

2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
nativeamericanstudentservices@unco.edu

Veterans Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
veterans.services@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 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>

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

Technology Support

If you need technology support, come visit us at the Tech Den located on the first floor in the Michener Library for in-person support for all your technology needs. The Tech Den supports all Faculty, Staff, and Students.

For more information on the Tech Den, including hours of operation, visit the website: <https://www.unco.edu/information-management-technology/training-support/tech-den.aspx>.

You can also call (970-351-4357), email (help@unco.edu), or visit our website (help.unco.edu).

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website:

<https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

Artificial Intelligence (AI) Use statements

Attention students: Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Tentative Outline of Course Schedule-

Date	Book Chapters (Stevens & Smith)	Articles/Information on Canvas	Assignments & Due Dates
1/17	Introduction, course syllabus and review <ul style="list-style-type: none"> • Chapter 1: Introduction to Addiction Counseling • Chapter 2: An Overview of Etiological Models • Chapter 15: Advocating for Addicted Populations 	<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
1/18	<ul style="list-style-type: none"> • Chapter 3: Neuroscience and Addiction • Chapter 4: Substance Use Disorders and Case Management • Chapter 5: Assessment/Diagnosis and Treatment Planning 	<ul style="list-style-type: none"> • <i>Treatment access barriers and disparities among individuals with co-occurring mental health and substance use disorders (2016) Priester, M.A., et al.</i> 	
1/19	<ul style="list-style-type: none"> • Chapter 6: Individual Counseling Techniques • Chapter 7: Group Counseling Techniques • Chapter 8: Family Counseling Techniques • Chapter 9: Motivational Interview 	<ul style="list-style-type: none"> • <i>Disseminating evidence-based practices in substance abuse treatment: A review with suggestions (2006). Miller, W.R., et al</i> 	
1/20-01/30	<ul style="list-style-type: none"> • Chapter 10: Relapse Prevention • Chapter 13: Developmental Issues in Counseling 		
01/31	<ul style="list-style-type: none"> • Chapter 11: Treating Behavioral Addictions 		Group Presentations Due

	<ul style="list-style-type: none"> Chapter 12: Treating Co-Occurring Disorders <p>Group Presentations</p>		Change Behavior Journal Due
2/1	<ul style="list-style-type: none"> Chapter 14: Multicultural Considerations in Addiction Treatment <p>Group Presentations</p>		Group Presentations Due
2/2	Final Exam		Immersion Activity Due Final Exam

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