



USU-REH 6350 Syllabus
Treatment Approaches for Addiction Disorders (2 credits)
Spring Semester 2021

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Course Prefix & Name: REH 6350: Introduction to Addiction

Semester/Year: Spring 2021

Course Location:

Course Meeting (Days & Time): Asynchronous Online Only Course

Credit Hours: 2

COURSE DESCRIPTION

Covers the theory and practice of a variety of treatment modalities and settings for addiction disorders. Explores interdisciplinary treatment planning, evidence-based practices, and family, individual, and group intervention strategies. Attention is given to holistic intervention strategies and recovery supports.

COURSE FEE

The University's Course Fee Committee recently approved the addition of a \$15/credit online course fee. The fee will be applied to all online courses to sustain current digital technologies and support services required for delivering online learning.

READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings before the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.



Required Textbook: Traditional or Auto Access

1. Capuzzi, D. & Stauffer, M. D. (Eds.). (2015). *Foundations of Addictions Counseling (4th Ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
2. **Auto Access:** Capuzzi, D. & Stauffer, M. D. (Eds.). (2015). *Foundations of Addictions Counseling (4th Ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. To access the materials, visit the Canvas course site. For more details, including dates, deadlines, visit <https://portal.verba.io/usu/login>. This page will also include information on how to opt-out of the digital materials if you choose to do so.
3. There may also be readings assigned that will be available on Canvas.

Student Learning Outcome	Assessment Methods	CACREP Standard
Students will demonstrate an understanding of the historical perspectives and etiological models that serve as the foundation for current approaches to addiction counseling.	<ul style="list-style-type: none"> • Weekly Readings • Weekly Quizzes 	3.d. theories and etiology of addictions and addictive behaviors 3.f. systemic and environmental factors that affect human development, functioning, and behavior
Students will develop an awareness of their values, attitudes, and beliefs about people with addiction.	<ul style="list-style-type: none"> • Weekly Readings • Weekly Quizzes • Coping/Reflections Journal -Stages of Change • Personal Paper 	2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 2. g. the impact of spiritual beliefs on clients’ and counselors’ worldviews 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others



<p>Students will develop an understanding of different treatment options of addictions to include motivational interviewing, other psychotherapeutic approaches, comorbid disorders, pharmacotherapy, and maintenance and relapse prevention programs.</p>	<ul style="list-style-type: none"> • Case Study • Weekly Readings • Weekly Quizzes • Final Paper 	<p>7.k. use of symptom checklists, and personality and psychological testing 3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>
<p>Students will gain awareness regarding addictions and family therapy, rehabilitation, and school settings. Additionally, students will examine how addiction and persons with disabilities intersect. Students will also develop an understanding regarding cross-cultural counseling in addiction</p>	<ul style="list-style-type: none"> • Weekly Readings • Weekly Quizzes • Paper on Intersection of Addiction and Disability 	<p>6.f. types of groups and other considerations that affect conducting groups in varied settings 1.c. c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation</p>

General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions professionally. Students should minimize distraction by turning off other electronic devices (e.g., televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required to use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in class group activities. During these discussions, students must use their microphones. Please remember to mute the adobe connect microphone when you are not speaking.



Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Assignments are due on the dates noted in the course syllabus. This will typically be Sundays by 11:59 pm MST, unless otherwise noted. **LATE WORK WILL NOT BE ACCEPTED.** If there are extenuating circumstances, contact your instructor.
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potentially harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times, adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor



Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crcccertification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at <https://writing.usu.edu>

Attendance: Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in



advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation if further elaboration on content is needed.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment, whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services, and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll-free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, or digital) are available with advance notice. Their website can be found at <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life, including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306,



435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD, at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))[Links to an external site.](#)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations, please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence Services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)



- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

Course Assignments & Grading		
Assignment	Points	Total Max Points
Introduction Post	5	5
Weekly Reading Quiz	5	5x12= 60
Personal Paper	20	20
Coping/Reflections Journal -Stages of Change	30	30
Paper on Intersection of Addiction and Disability	20	20
Case Study	30	30
Final Paper	50	50
	Total Course Points	215

Grading Scale

- | | |
|--------------------|----------------------------|
| A: 200-215 | C+: 165-171 |
| A-: 193-199 | C: 157-164 |
| B+: 187-192 | C-: 150-156 |
| B: 178-186 | D: 129-149 |
| B-: 172-177 | F: Under 128 Points |

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should genuinely reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0-grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors, and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty, the following information is quoted from the code of Policies and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:



- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the university; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).

Introduction Post: (5 points)

You will write a post introducing yourself to the class. Please post this assignment to the discussion board. I'm interested in learning about you, your career goals, your strengths as a helping professional, and areas in which you would like to grow. I look forward to working together!

- **Introduction Post is due on Canvas 1/24/21 by 11:59 pm MST**

Weekly Reading Quizzes: (5 x 12 = 60)



Each week, you will need to take a reading quiz on Canvas about the current week's readings. The quiz will be available the entire week, Monday morning to Sunday evening. However, once opened, the quiz must be completed in one sitting. It is time-limited, usually to an hour. Missed quizzes will not be re-opened. Each quiz is worth 5 points. The first quiz will be a practice quiz, and you will receive 5 total points regardless of the score.

- **Each quiz is due on Canvas each Sunday by 11:59 pm MST**

Personal Paper (20 points)

You will write a **2-4-page double-spaced paper (not including title page or references)** in which you will examine your perceptions of addictions and counseling. To be a competent counselor, it is crucial to create understanding and awareness regarding your personal thinking, attitudes, feelings, and behavior surrounding people and addiction. Potential thoughts and questions to consider while writing this paper are:

1. What societal constructs or family messages have you received regarding addiction?
2. How has your personal experience regarding addiction, impacted your thoughts surrounding people with addiction?
3. How will your personal experience or knowledge regarding addiction impact you as a helping professional?
4. Do you have any bias towards people who have addictions? If so, where did the bias come from, and would you like to change your beliefs surrounding said bias?
5. What experience, attributes, or qualities do you have which will make you an effective counselor when working with people with addictions?
6. What are the areas you would like to grow regarding working with people with addictions?

The aforementioned questions are only to help you examine your thoughts, attitudes, feelings, and behaviors regarding addiction; they do not necessarily need to be included in your paper. This paper is expected to convey your thoughts and does not require citations or references. If you choose to utilize references and citations, please use APA format.

- **Personal paper should be double spaced and in APA Format and is due on Canvas 01/31/2021 by 11:59 pm MST.**

Coping/Reflections Journal -Stages of Change (30 points)

To help understand the process of addiction on a more personal note, students are **to keep a weekly/coping reflection journal**. Students are asked to identify an activity or substance (i.e., shopping, caffeine, sugar) they really enjoy and sometimes partake in more when upset, stressed, or overwhelmed.



For the next 6 weeks (Beginning the week of 2/1/2021 through 03/14/21), you are to stop doing this activity or using this substance (or make an honest effort to do it). Your task is to write *one journal entry per week* about your progress and to note what your reactions and behaviors are as you create this change while abstaining from your preferred coping activity or substance. Throughout this assignment, you are to track your thoughts, feelings, and triggers regarding this issue. You will answer at least of 3 of the instructors posted thought provoking questions posted in canvas for the week. This exercise is not so much about whether or not you stick with abstinence; it is about the process. Additionally, students are to consider and write about what stage of change (Transtheoretical Model) you are in from a therapeutic perspective and if you were your counselor what intervention (s) you might utilize if you were your client that week.

Case Study: (30 points)

You will be responsible for completing one brief **3-5-page single-spaced Comprehensive Diagnostic Assessment (not including title page or references-example will be posted in Canvas)**. For your case study, you will be given a “case.” The case will include all relevant information for completing the assignment. You will utilize this information to formulate a Comprehensive Diagnostic Assessment and determine the DSM-5 diagnosis (if any) you would give your client. Case materials and detailed guidelines will be distributed and reviewed in the classroom prior to the deadline.

Sections for Case Study:

- Reason for Referral
- Procedures Administered
- History of Problems
- Relevant Family History
- Developmental
- Medical
- Educational
- Suicide Ideation and Self-Harm
- Abuse and Trauma History
- Substance Use History
- Sexual Behaviors
- Fire setting
- Other



- Mental Status and Observation
- Clinical Interview
- Diagnostic Impression
- Treatment Recommendation
- Discharge Criteria

Paper is due on Canvas 03/21/21 11:59 pm MST.

Paper on Intersection of Addiction and Disability (20 points)

Students are to write a **2 to 4-page double-spaced paper (not including title page or references)** addressing the intersection of addiction and disability. The paper must include a minimum of six (3) referenced journal articles or books written within the last six (6) years.

- **Paper should be double spaced and in APA Format and is due on Canvas 04/04/21 11:59 pm MST**

Final – Co-morbid Paper: (50 points)

Students are to write a **6 to 8-page double-spaced paper (not including title page or references)** addressing substance abuse and one specific disability type (i.e., Depression, TBI, PTSD). The paper must include a minimum of six (6) referenced journal articles or books written within the last six (6) years.

Sections for Final Co-morbid Paper:

- Introduction
- Prevalence of Drug/Alcohol Use Among Disability Group
- Effects of Substance on Targeted Population
- Treatment Options & Needs
- Barriers in Substance Abuse Treatment
- Assessment Approaches
- Professional Considerations for Rehabilitation Counselors
- Conclusion

Paper will be graded according to the following criteria:

- APA Style/Format Grammar/Writing Style /Flow of Paper (20 points)
- Content of Paper/Thoroughness (30 points)

Paper should be double spaced and in APA Format and is due on Canvas 05/02/21 by 11:59 pm MST



Course Schedule			
Week/Date & Topic		Chapter & Topic	Assignments Due Date/Time
Week#1	1/19/2021	Syllabus	<ul style="list-style-type: none"> • Introduction Post - Due in Discussion Board This week's assignments due: 1/24/21 11:59 pm MST
Week #2	1/25/2021	1: History and Etiological Models of Addiction	<ul style="list-style-type: none"> • Weekly Reading/Materials Practice Quiz#1 • Personal Paper This week's assignments due: 1/31/2021 11:59 pm MST
Week #3	2/01/2021	2: Substance addictions	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#2 • Coping/Reflections Journal -Stages of Change This week's assignments due: 2/07/21 11:59 pm MST
Week #4	2/08/2021	3: Process addiction	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#3 • Coping/Reflections Journal -Stages of Change This week's assignments due: 2/14/21 11:59 pm MST
Week #5	2/15/2021	Neuroscience of addiction: Posted Booklet - Drugs,	<ul style="list-style-type: none"> • No Quiz this week



		Brain, and Behavior: The Science of Addiction	<ul style="list-style-type: none"> • Coping/Reflections Journal -Stages of Change <p>This week's assignments due: 02/21/21 11:59 pm MST</p>
Week #6	2/22/2021	4: Professional Issues in Addictions Counseling	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#4 • Coping/Reflections Journal -Stages of Change <p>This week's assignments due: 02/28/21 11:59 pm MST</p>
Week #7	3/01/2021	5&6: Intro to Assessment & Assessment and Diagnosis of Substance-Related Addiction Disorders	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#5 • Coping/Reflections Journal -Stages of Change <p>This week's assignments due: 03/07/2021 11:59 pm MST</p>
Week #8	3/08/2021	17, 18 & 19: Cross-Cultural Counseling in Addictions – Gender, Sex, and Addictions - & LGBTQ+ Affirmative Addictions Treatment and Assessment	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#6 • Coping/Reflections Journal -Stages of Change – Last one due <p>This week's assignments due: 03/14/21 11:59 pm MST</p>
Week #9	3/15/2021	9: Treatment of Comorbid Disorders	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#7



			<ul style="list-style-type: none"> • Case Study <p>This week's assignments due: 03/21/21 11:59 pm MST</p>
Week #10	3/22/2021	7&8: Motivational Interviewing & Psychotherapeutic Approaches	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#8 <p>This week's assignments due: 03/28/2021 11:59 pm MST</p>
Week #11	3/29/2021	14&15: Substance Addiction and Families & Persons with Disabilities and Substance-Related Disorders	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#9 • Paper on Intersection of Addiction and Disability <p>This week's assignments due: 04/04/21 11:59 pm MST</p>
Week #12	4/05/2021	11: Addiction Pharmacotherapy	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#10 <p>This week's assignments due: 04/11/21 11:59 pm MST</p>
Week #13	4/12/2021	12&13: 12-Step Facilitation of Treatment & Maintenance and Relapse Prevention	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#11 <p>This week's assignments due: 04/18/21 11:59 pm MST</p>
Week #14	4/19/2021	10: Group Counseling for Treatment of Addictions	<ul style="list-style-type: none"> • Weekly Reading/Materials Quiz#12 <p>This week's assignments due: 04/25/21 11:59 pm MST</p>
Week #15	4/26/2021	16&20: Substance Addiction Prevention Programs across	<ul style="list-style-type: none"> • Final Comorbid Essay



	the Lifespan & Inpatient and Outpatient Addiction Treatment	This week's assignments due: 05/02/21 11:59 pm MST
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Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advance notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.