



**CMHC 5200**  
**Principles of Addiction**  
**Fall**

Course Syllabus

1. **Instructor:** Yasmin Gay, PhD, CCJP, LCAS, LCMHC, CRC, MAC, CCS  
**Email:**  
**Office:**  
**Office Hours:**
  
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
  
3. **Textbook:** Doweiko, H. E. (2019). *Concepts of chemical dependency (10<sup>th</sup>)*. Boston, MA: Cengage. ISBN# 9781337563451.
  
4. **Course Description:** The purpose of this course is to introduce principles of addiction, specifically substance use and misuse disorders. Co-occurring disorders and the impact of chemical dependency on self, family, and social dynamics are also addressed, as well as treatment modalities and recovery models.
  
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
  
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

<b>CACREP STANDARDS</b>	<b>ASSESSMENTS</b>
<b>2.1.F)</b> Professional Counseling Organizations	Quizzes and Final Examination
<b>2.1.G)</b> Professional Counseling Credentialing/ Accreditation and Public Policy	Quizzes and Final Examination
<b>2.2.F)</b> Help-Seeking Behaviors of Diverse Clients	Quizzes, Discussion Boards, Group Reflections, and Final Examination
<b>2.2.H)</b> Strategies for Identifying and Eliminating Barriers, Prejudices, and Processes of Oppression/Discrimination	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>2.3.D)</b> Theories and Etiology of Addictions and Addictive Behaviors	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>2.3.E)</b> Biological, Neurological, and Physiological Factors that Affect Development/Functioning/Behavior	Quizzes, Discussion Boards, Case Study, and Final Examination
<b>2.3.F)</b> Systematic and Environmental Factors that Affect Human Development	Quizzes, Discussion Boards, Case study, Group Reflections, and Final Examination
<b>2.3.I)</b> Ethically/Culturally Relevant Strategies for Resilience and Optimal Development/Wellness	Quizzes, Discussion Boards, Group Reflections, and Final Examination
<b>2.5.H)</b> Developmentally Relevant Counseling Treatment and Intervention Plans	Quizzes, Discussion Boards, Case Study, and Final Examination
<b>2.5.J)</b> Evidence-Based Counseling Strategies and Techniques for Prevention and Intervention	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>2.5.K)</b> Strategies to Promote Client Understanding of and Access to Community-Based Resources	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>2.5.M)</b> Crisis Intervention, Trauma-Informed, and Community-Based Strategies	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>2.6.B)</b> Dynamics Associated with Group Process and Development	Quizzes, Group Reflections and Final Examination
<b>2.6.C)</b> Therapeutic Factors and How they Contribute to Group Effectiveness	Quizzes, Group Reflections, and Final Examination
<b>2.6.F)</b> Types of Groups and Other Considerations that Affect Conducting Groups	Quizzes, Group Reflections, and Final Examination
<b>2.7.E)</b> Use of Assessments for Diagnostic and	Quizzes and Final Examination

Intervention Planning Purposes	
<b>2.7.J)</b> Use of Environmental Assessments and Systematic Behavioral Observations	Quizzes and Final Examination
<b>2.7.K)</b> Use of Symptoms Checklists, and Personality and Psychological Testing	Quizzes and Final Examination
<b>2.7.L)</b> Use of Assessment Results to Diagnose Developmental, Behavioral, and Mental Disorders	Quizzes and Final Examination
<b>2.7.M)</b> Ethical and Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results	Quizzes and Final Examination
<b>5.1.B)</b> Theories and Models of Clinical Mental Health Counseling	Quizzes, Case Study, and Final Examination
<b>5.1.C)</b> Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization	Quizzes, Case Study, and Final Examination
<b>5.1.D)</b> Neurobiological and Medical Foundation and Etiology of Addiction and Co-Occurring Disorders	Quizzes, Case Study, and Final Examination
<b>5.1.E)</b> Psychological Tests and Assessments Specific to Clinical Mental Health Counseling	Quizzes and Final Examination
<b>5.2.B)</b> Etiology, Nomenclature, Treatment, Referral, and Prevention of Mental and Emotional Disorders	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
<b>5.2.C)</b> Mental Health Service Delivery Modalities Within the Continuum of Care, such as Inpatient, Outpatient, Partial Treatment, and Aftercare, and the Mental Health Counseling Service Networks	Quizzes and Final Examination
<b>5.2.D)</b> Diagnostic Process, Including Differential Diagnosis and the Use of Current Diagnostic Classification Systems, Including DSM and ICD	Quizzes and Final Examination
<b>5.2.E)</b> Potential for Substance Use Disorders to Mimic and/or Co-Occur with a Variety of Neurological, Medical, and Psychological Disorders	Quizzes and Final Examination
<b>5.2.H)</b> Classifications, Indications, and Contraindications of Commonly Prescribed Psychopharmacological Medications for Appropriate Medical Referral and Consultation	Quizzes, Discussion Boards, and Final Examination
<b>5.3.A)</b> Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental	Quizzes, Case Study, and Final Examination

Health History, and Psychological Assessment for Treatment Planning and Caseload Management	
5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues	Quizzes, Discussion Boards, Case Study, Group Reflections, and Final Examination
5.3.C) Strategies for Interfacing with the Legal System Regarding Court-Referred Clients	Quizzes, Discussion Boards, and Final Examination

- 1) Students will develop the knowledge and understanding of the theories and etiologies of addiction, addictive behaviors, and subsequent physiological and psychological consequences of addiction.
- 1) Students will understand and recognize the intrinsic and extrinsic factors that are relevant to addiction.
- 2) Student will develop the knowledge, skills, and competencies for basic addiction, addiction treatment, and appropriate referral for comprehensive addiction services.

**8. Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Eleven quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post and two substantial postings to two different colleagues to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the

discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.

- C) One substance use case study will be required for this course. The case study will provide an opportunity to examine an individual with a substance use issue and conceptualize the issue related to the experience via observation. The case study will come from a character within a movie of the student's choice, and the study will include all pertinent elements to analyze the substance use concern. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the case study in order to maximize points earned for this assignment:

	<b>"A" Quality Work</b>	<b>"B" Quality Work</b>	<b>Below "B" Quality Work</b>
<b>Case Summarization (5 points)</b>	A detailed summary of the case study is provided, including name and other pertinent demographic details, a synopsis of the substance use issue, and relevant concerns related to the substance use. Personal (both physical and psychological) effects, as well as familial, social, and vocational concerns are documented.	An incomplete summary of the case study is provided. Pertinent information is missing, and relevant concerns are not indicated.	No real summary is provided. The information provided does not provide a sense of the case.
<b>Suggested Treatment Strategies (6 points)</b>	A synopsis of a recommended treatment strategies is provided, including rationale for each intervention based on substance utilized, personal characteristics of the user, and	A synopsis is present but the treatment indicated does not align with the case study depicted. Personal or environmental considerations are missing.	No treatment is suggested. No consideration for the individualized concerns of the case is present.

	environmental characteristics to be considered.		
<b>Writing Mechanics (3 points)</b>	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

D) Three group reflection papers will be required for this course. The papers will document the opportunity for experiencing recovery groups and reflecting on the rehabilitation process witnessed within the group context. Students must identify AA, NA, Al-Anon, or Nar-Anon groups near them, and the groups to be visited must be indicated as open groups. At least two different groups must be attended. Group visitation protocol will be discussed in class prior to attendance. The reflection papers will be submitted after attending each group session and must be done according to the course calendar – a student cannot attend another group until the prior reflection paper has been graded and returned. The scheduled due date for this assignment is provided on the syllabus calendar. The paper must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for reflection papers in order to maximize points earned for this assignment:

	<b>“A” Quality Work</b>	<b>“B” Quality Work</b>	<b>Below “B” Quality Work</b>
<b>Reflection of Experience (4 points)</b>	A detailed description of the experience of attending the group is present. Date, time, and location of the group is provided. A summary of the group process is presented in a way that upon reading the reflection, the gist of the meeting is perceivable. Personal reflection of the	An insufficient description of the group experience is present. It is not clear how the group process worked based on the reflection. A vague indication of the personal reflection is present.	No real description of the group experience is present. One cannot ascertain how the group functioned. No real personal reflection is provided.

	experience is provided, including opinion of the group process and the treatment context.		
<b>Writing Mechanics (1 point)</b>	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students absent at the time of administration will not be able to complete the examination without valid documentation.

**9. Course Evaluation:**

Eleven quizzes @ 3 points each =	33 points
Seven discussion board entries @ 4 points each =	28 points
One case study report @ 14 points =	14 points
Three group reflections @ 5 points each =	15 points
One final examination @ 10 points =	10 points
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	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

**LEAVE NO DOUBT**

**10. Extra Credit Policy:** Extra credit will not be provided during this course.

**11. Attendance/Valid Documentation Policy:** Please refer to the Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:  
*Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for*

*establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*

*A) Each student is personally responsible for regular and punctual class attendance.*

*B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*

*C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*

*D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*

*E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

*F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*

*G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

**12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the*



*Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
  
14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
  
15. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda For Specific Week	Requirements For Week
Week 1	Introduction to Course, Review of Syllabus, Why Worry? <i>Chapter 1</i> , The Nature of the	Discussion 1

	Beast, <i>Chapter 2</i> , Brief Intro to Science of Pharmacology, <i>Chapter 3</i>	
Week 2	Introduction to Alcohol, <i>Chapter 4</i> , Alcohol Use Disorders, <i>Chapter 5</i> , Misuse of Barbiturates, <i>Chapter 6</i> , Misuse of Benzodiazepines, <i>Chapter 7</i> , Misuse of CNS Stimulants, <i>Chapter 8</i> , Cocaine Misuse and Cocaine Use Disorder, <i>Chapter 9</i>	Quiz 1, Quiz 2, Discussion 2
Week 3	Marijuana Use and Misuse, <i>Chapter 10</i> , Opioid Use and Misuse, <i>Chapter 11</i> , Hallucinogen Misuse, <i>Chapter 12</i> , Misuse of Inhalants and Aerosols, <i>Chapter 13</i> , Steroid Misuse, <i>Chapter 14</i> , Tobacco Products and Use, <i>Chapter 15</i>	Quiz 3, Quiz 4, Discussion 3, Group Reflection 1
Week 4	OTC Analgesics, <i>Chapter 16</i> , Hidden Faces of Substance Use Disorders, <i>Chapter 19</i> , Substance Misuse by Children and Adolescents, <i>Chapter 20</i> , Substance Use and Misuse by College Students, <i>Chapter 21</i> , Substance Use Disorders in Older Adults, <i>Chapter 22</i> , Substance Use Disorder and the Family, <i>Chapter 23</i>	Quiz 5, Quiz 6, Discussion 4
Week 5	Codependency and Enabling, <i>Chapter 24</i> , The Client and Co-Occurring Disorders, <i>Chapter 25</i> , Biopsychosocial Model of Addictions, <i>Chapter 26</i> , The Assessment of Suspected Substance Use Disorders, <i>Chapter 28</i> , Intervention, <i>Chapter 29</i> , Treatment Settings, <i>Chapter 30</i>	Quiz 7, Quiz 8, Discussion 5, Group Reflection 2
Week 6	Treatment of Substance Use Disorders, <i>Chapter 31</i> , Process of Treatment, <i>Chapter 32</i> , Pharmacological Interventions in Substance Use Disorders, <i>Chapter 33</i> , Relapse and Problems in Substance Rehabilitation, <i>Chapter 34</i> , Support Groups, <i>Chapter 35</i> , Substance Use Disorders and Infectious Diseases, <i>Chapter 36</i>	Quiz 9, Quiz 10, Discussion 6
Week 7	Debate over Drugs, <i>Chapter 37</i> , Debate over Legalization, <i>Chapter 38</i>	Quiz 11, Discussion 7, Group Reflection 3, Case Study
Week 8	Review for Final Examination	Final Examination