



Course Title: COUN 3013 Socio-Cultural and Political Advocacy in Substance Abuse Counseling

Course Number: COUN 3013

Semester Credits: 3

Midwestern State University

Gordon T. & Ellen West College of Education

Contact Information

Instructor: Audrey Zatopek M.A., LPC, LCDC

E-mail: Audrey.Zatopek@msutexas.edu

Semester: Spring 2023, 16/17 Weeks

Office: Online

Office Hours: Online by appointment only.

Class Room: Online

Class Format: Online

In this Syllabus you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Examines current social, political, economic, and cultural context of addiction.

COURSE RATIONALE

In this course students will gain the knowledge and understanding on current social, political, economic and cultural contexts of addiction. Students will also explore how to advocate for individuals who struggle with addiction.

REQUIRED TEXTBOOKS

The viewpoint of the text does not embody the viewpoint of Midwestern State University. If you notice something within your text that you feel is bias or incorrect, please reach out to the publisher with your concerns in hopes that they may be reflected within future editions.

Brownstein, H. H. (2016). *The handbook of drugs and society*. John Wiley & Sons, Inc.

Ezell, M. (2019). *Advocacy in the human services*. Brooks/Cole, Cengage Learning.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies (SAMHSA, 2017)

Upon successful completion of this course, students will:

Understanding Addiction

- Appreciate the complexity inherent in understanding addiction.
- Be willing to form personal concepts through critical thinking.
- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
- Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others.
- Recognize the potential for substance use disorders to mimic a variety of medical and mental health conditions and the potential for medical and mental health conditions to coexist with addiction and substance abuse.
- Know varying courses of addiction.
- Be sensitive to multiple influences in the developmental course of addiction.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.
- Willingness to refer for treating conditions outside one's expertise.

Treatment Knowledge

- Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
- Acceptance of the validity of a variety of approaches and models.
- Appreciation for the significance and complementary nature of various systems in facilitating treatment and recovery.
- Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- The role of family, social networks, and community systems as assets or obstacles in treatment and recovery processes.
- Methods for incorporating family and social dynamics in treatment and recovery processes.
- Commitment to professionalism.

Application to Practice

- Established diagnostic criteria, including but not limited to current Diagnostic and Statistical Manual of Mental Disorders (DSM) standards and current International Classification of Diseases (ICD) standards.
- Openness to a variety of treatment services based on client need.
- Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Various cultural norms, values, beliefs, and behaviors.
- Cultural differences in verbal and nonverbal communication.
- Resources to develop individualized treatment plans.
- Appreciation that different approaches work for different people.
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.
- Willingness to consult when necessary.
- Methods for measuring the multiple variables of treatment outcome.

Professional Readiness

- Information and resources regarding racial and ethnic cultures, lifestyles, gender, and age as well as relevant needs of people with disabilities.
- Willingness to explore and identify one's own cultural values.
- The unique influence the client's culture, lifestyle, gender, and other relevant factors may have on behavior.
- Acceptance of other cultural values as valid for other individuals.
- The relationship between substance use and diverse cultures, values, and lifestyles.
- Assessment and intervention methods that are appropriate to culture and gender.
- Acceptance of other cultural values as valid for other individuals.
- The Americans with disabilities act and other legislation related to human, civil, and clients' rights.
- Willingness to conduct oneself in accordance with the highest ethical standards.
- Willingness to comply with regulatory and professional expectations.

Clinical Evaluation

- How to gather and use information from collateral sources.
- Recognition of personal biases, values, and beliefs and their effect on communication and the treatment process.
- Available sources of assistance.
- Networking and advocating with service providers.
- Negotiating and advocating client admissions to appropriate treatment resources.
- How to apply confidentiality rules and regulations.
- Respect for the client's perception of his or her experiences.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.

Treatment Planning

- The role assessment plays in identifying client problems, resources, and barriers to treatment.
- Interpreting assessment information considering the client's age, developmental level, treatment readiness, gender, and racial and ethnic culture.
- Communicating with the client in a manner that is sensitive to the client's age, developmental level, gender, and racial and ethnic culture.
- Willingness to make referrals to address the client's needs.
- The importance of the client's age, developmental and educational level, gender, and racial and ethnic culture in coordinating resources.

Referral

- Service gaps and appropriate ways of advocating for new resources.
- Community resources for both affected children and other household members.
- Willingness to advocate on behalf of the client.
- Recognition of the counselor's responsibility to engage in client advocacy when needed.

Service Coordination

- Advocating for services for the client.
- Participating in negotiation, advocacy, conflict resolution, problem-solving, and mediation.
- Participating in problem-solving, decision-making, mediation, and advocacy.
- Advocating with outside systems.

Learning Objectives

1. Students will be able to understand concepts of documentation, ethics, and law within substance abuse.
2. Students will be able to discuss different types of documentation within substance abuse counseling.
3. Students will be able to discuss the ethics substance abuse counselors must abide by.
4. Students will be able to discuss the laws and codes regarding substance abuse counseling.
5. Students will understand an ethical decision making model, and be able to walk through an ethical dilemma using an ethical decision making model.

COURSE EXPECTATIONS

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of “W:” Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

Late Work: All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Tuesday, January 17th, 2023 – Sunday, January 22nd, 2023	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • NAADAC/NCC AP Code of Ethics for Addiction Professionals. • The Groundwork for Advocacy 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read NAADAC/NCC AP Code of Ethics for Addiction Professionals (NAADAC, the Association for Addiction Professionals, 2021) • Read Ch. 1-3 (Ezell, 2019)
2. Week of Monday, January 23rd, 2023 – Sunday, January 29th, 2023	<ul style="list-style-type: none"> • Advocacy Strategies and Tactics 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 4-6 (Ezell, 2019)
3. Week of Monday, January 30th, 2023– Sunday, February 5th, 2023	<ul style="list-style-type: none"> • Advocacy Strategies and Tactics 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 7-8 (Ezell, 2019)
4. Week of Monday, February 6th, 2023 – Sunday, February 12th, 2023	<ul style="list-style-type: none"> • Issues, Dilemmas, and Challenges • Review Readings for Exam #1 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 9-10 (Ezell, 2019)
5. Week of Monday, February 13th, 2023 – Sunday, February 19th, 2023	<ul style="list-style-type: none"> • Exam #1: Covering Ezell (2019) Chapters 1-10 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Complete Exam #1

Class Dates	Class Topics	Assignments/Reading
<p>6. Week of Monday, February 20th, 2023 – Sunday, February 26th, 2023</p>	<ul style="list-style-type: none"> • Drugs in Society 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read Ch. 1-5 (Brownstein, 2016)
<p>7. Week of Monday, February 27th, 2023 – Sunday, March 5th, 2023</p>	<ul style="list-style-type: none"> • Drugs in Society 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read Ch. 6-11 (Brownstein, 2016)
<p>8. Week of Monday, March 6th, 2023 – Sunday, March 12th, 2023</p>	<ul style="list-style-type: none"> • Review Readings for Exam #2 • Exam #2: Covering Brownstein (2016) Chapters 1-11 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Review Readings for Exam #2 Complete Exam #2
<p>9. Week of Monday, March 13th, 2023 – Sunday, March 19th, 2023^L_{SEP}</p> <p>Week of Spring Break!</p>	<ul style="list-style-type: none"> • <i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i> 	<ul style="list-style-type: none"> • <i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i>
<p>10. Week of Monday, March 20th, 2023 – Sunday, March 26th, 2023</p>	<ul style="list-style-type: none"> • Drugs in Society 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read Ch. 12-13 (Brownstein, 2016)

Class Dates	Class Topics	Assignments/Reading
<p>11. Week of Monday, March 27th, 2023 – Sunday, April 2nd, 2023</p>	<ul style="list-style-type: none"> • Drugs and Public Health and Safety 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 14-15 (Brownstein, 2016)
<p>12. Week of Monday, April 3rd, 2023 – Sunday, April 9th, 2023</p> <p>Easter Holiday: April 6th and 7th!</p>	<ul style="list-style-type: none"> • Drugs and Public Health and Safety • <i>This discussion board closes on Monday the 10th to allow a buffer day for Easter.</i> 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 16-17 (Brownstein, 2016)
<p>13. Week of Monday, April 10th, 2023 – Sunday, April 16th, 2023</p>	<ul style="list-style-type: none"> • Drugs and Adverse Social Experience 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 18-20 (Brownstein, 2016)
<p>14. Week of Monday, April 17th, 2023 – Sunday, April 23rd, 2023</p>	<ul style="list-style-type: none"> • Drugs as an Illicit Enterprise • Social Advocacy Action Plan due by 11:59 pm CST April 23rd, 2022 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 21-23 (Brownstein, 2016) • Social Advocacy Action Plan due by 11:59 pm CST April 23rd, 2022
<p>15. Week of Monday, April 24th, 2023 – Sunday, April 30th, 2023</p>	<ul style="list-style-type: none"> • Responding to the Problem and Problems of Drugs in Society 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read Ch. 24-27 (Brownstein, 2016)

Class Dates	Class Topics	Assignments/Reading
<p>16. Week of Monday, May 1st, 2023 – Sunday, May 7th, 2023</p>	<ul style="list-style-type: none"> • Review readings for Exam #3 • Exam #3: Covering Brownstein (2016) Chapters 12-27 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Review readings for Exam #3 • Complete Exam #3

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Discussion Posts and Comments: (16 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. Each original post should include at least three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences in it.

***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted (See Appendix A).

Exam #1 (20 pts): Students will complete their first exam **covering Ezell (2019) Chapters 1-10** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions (Appendix B).

Exam #2 (20 pts): Students will complete their second exam **covering Brownstein (2016) Chapters 1-11** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions (Appendix C).

Exam #3 (20 pts): Students will complete their second exam **covering Brownstein (2016) Chapters 12-27** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions (Appendix D).

Social Advocacy Action Plan (24 pts.): Students will discuss and make a plan to address an identified advocacy issue in the substance abuse field. Within their paper, students will identify their advocacy issue, how it relates to substance abuse, the ethical concerns involved, an ethical decision-making model to address ethical concerns, and provide a personal summary and reflection on their plan could impact the substance abuse field. Examples of ethical decision-making models are those by Barnett and Johnson (2015), Forester-Miller and Davis (2016), and Ling and Hauck (2017), as cited on the References page. **Please use the template located with D2L for this assignment.** Remember, all papers must be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate-level grammar and academic writing. If you struggle with writing, please use spell check within Microsoft word and the Grammarly app (**See Appendix E for Rubric**).

Points Breakdown

Assignment	Points
Online Discussion Posts and Comments D2L	16
Exam #1: D2L	20
Exam #2: D2L	20
Exam #3: D2L	20
Social Advocacy Action Plan D2L Dropbox	24
Total Points	100

Grade Classifications:

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

EXPECTATIONS AND GUIDELINES

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.

References + Additional Useful References

- American Counseling Association. (2014). *2014 ACA code of ethics*. [Article](#).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
- American Psychological Association. (2020). *2020 APA Publication Manual* (7th ed.). [Book](#).
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counselors* (2nd ed.). [Book](#).
- Brownstein, H. H. (2016). *The handbook of drugs and society*. John Wiley & Sons, Inc.
- Ezell, M. (2019). *Advocacy in the human services*. Brooks/Cole, Cengage Learning.
- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*. American Counseling Association. [Article](#).
- Ling, T. J., & Hauck, J. M. (2017). The ETHICS model: Comprehensive, ethical decision making. *Vistas online: American Counseling Association*. [Article](#).
- Mahaffey, B. A., & Wilson, S. (2015). Utilizing a case study and an ethical decision-making model for supervision and counselor education. *Vistas Online: American Counseling Association*. [Article](#).
- NAADAC, the Association for Addiction Professionals (2021). *NAADAC/NCC AP Code of Ethics for Addiction Professionals*. [Article](#).
- Purdue University. (2022). *APA Formatting and Style Guide (7th Edition)*. Purdue Online Writing Lab. [Website](#).
- SAMHSA. (2017). *TAP 21 addiction competencies*. [Article](#).
- Texas Administrative Code. (2021). *Texas Administrative Code Rules for Licensed Chemical Dependency Counselors*. [Article](#).
- Texas Department of State Health Services. (2011). *Licensed Chemical Dependency Counselor program*. [Article](#).

APPENDICES

Appendix A

Rubric of Online Assignments and Comments (Possible 16 Pts.)

Week	Points Earned	Comments
1 (1pt)		
2 (1pt)		
3 (1pt)		
4 (1pt)		
5 (1pt)		
6 (1pt)		
7 (1pt)		
8 (1pt)		
Nothing Due Week 9 for Spring Break		
10 (1pt)		
11 (1pt)		
12 (1pt)		
13 (1pt)		
14 (1pt)		
15 (1pt)		
16 (2pt)		
Total Points Earned	Total Points Out of 16	

Appendix B

Exam #1 (20 pts): Students will complete their first exam **covering Ezell (2019) Chapters 1-10** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

Appendix C

Exam #2 (20 pts): Students will complete their second exam **covering Brownstein (2016) Chapters 1-11** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

Appendix D

Exam #3 (20 pts): Students will complete their second exam covering **Brownstein (2016) Chapters 12-27** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

Appendix E

Social Advocacy Action Plan (24 pts.): Students will discuss and make a plan to address an identified advocacy issue in the substance abuse field. Within their paper, students will identify their advocacy issue, how it relates to substance abuse, the ethical concerns involved, an ethical decision-making model to address ethical concerns, and provide a personal summary and reflection on their plan could impact the substance abuse field. Examples of ethical decision-making models are those by Barnett and Johnson (2015), Forester-Miller and Davis (2016), and Ling and Hauck (2017), as cited on the References page. **Please use the template located with D2L for this assignment.** Remember, all papers must be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate-level grammar and academic writing. If you struggle with writing, please use spell check within Microsoft word and the Grammarly app (See **Appendix E for Rubric**).

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Introduction to the Assignment and Personal Reflection and Summary	Student does not provide an introduction to the assignment or a personal reflection and summary.	<p>Student does not provide both an introduction to the assignment or a personal reflection and summary.</p> <p>OR</p> <p>Student writes an introduction and a personal reflection and summary, however it is vague and/or does not meet the one academic paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.</p>	Student appropriately writes an introduction and a personal reflection and summary to the assignment and meets the one academic paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally writes an introduction and a personal reflection and summary and meets the three academic paragraph minimum requirement for these two sections. The sections have little to no academic writing, grammatical, or APA errors within the section.

Midwestern State University
 COUN 3013 Socio-Cultural and Political Advocacy in Substance Abuse Counseling

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Defining Advocacy	Student does not define advocacy within this section.	Student defines advocacy, however it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately defines advocacy and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally defines advocacy and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.
Advocacy Issue in the Substance Abuse Field	Student does not identify the advocacy issue in the substance abuse field within this section.	Student identifies the advocacy issue in the substance abuse field; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies the advocacy issue in the substance abuse field and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies the advocacy issue in the substance abuse field and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.
Ethical Concerns to Consider	Student does not identify the ethics involved within this section.	Student identifies the ethics involved; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies the ethics involved and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies the ethics involved and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.

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Ethical Decision-Making Model	Student does not identify an ethical decision-making model and does not walk through the model within this section.	Student identifies an ethical decision-making model and walks through the model; however, it is vague and/or does not meet the four-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies an ethical decision-making model and walks through the model and meets the four-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies an ethical decision-making model and walks through the model and meets the four-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.
Action Plan	Student does not provide an action plan within this section.	Student provides an action plan; however, it is vague and/or does not meet the three-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student provides a an action plan and meets the three-paragraph minimum. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides an action plan, and meets the three-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.
Total points out of 24				

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.