



**Documentation, Ethics, and Law for Substance Abuse
Midwestern State University
Gordon T. & Ellen West College of Education
Course Number: COUN 4023
Semester Credits: 3**

Instructor/Contact Information:

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In this Syllabi 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. During Holidays and weekends, I will respond within 48 hours. Please do not hesitate to contact me.

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

Explore the Licensed Chemical Dependency Counselor (LCDC) rules in Texas and the NAADAC code of ethics for best practices.

Course Rationale

This course lays a foundation for documentation, ethics, and laws within the substance abuse field.

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.

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 a 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](#).

Required Textbook

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.

There is not a distinct textbook for this course, however, we will be using digital resources through the following links as they pertain to each part of the course:

Documentation Readings:

- ***Types of Notes***
 - [Good Therapy. \(2017\) Psychotherapy Notes.](#)
- **[What to include in Substance Abuse Notes](#)**
 - [SOAP notes](#)
 - [BIRP notes](#)
 - [DAP notes](#)
 - Moore, C. (2022). [Psychotherapy notes: 13 templates & documentation software.](#) Quenza.

- **Texas Administrative Code**
 - [RULE §140.424 Standards for Private Practice](#)
 - [RULE §140.423 Professional and Ethical Standards for all License Holders:](#)
- **TAP 21: Competencies**
 - SAMHSA. (2017). [TAP 21 addiction competencies](#). pp. 108-114.
- **Ethics Readings:**
 - NAADAC, the Association for Addiction Professionals. (2021). [NAADAC/NCC AP Code of Ethics](#).
- **Cultural Considerations**
 - NAADAC, [Cultural Considerations in Addiction Treatment](#).
 - Mental Health Match, [The Need for Cultural Diversity in Addiction Treatment](#).
 - SAMHSA. (2017). [TAP 21 addiction competencies](#). pp.115-123.
- **Law Readings:**
 - Texas Administrative Code *
 - **Title 25 Health Services, Part 1 Dept. of State Health Services, Chapter 441: General Provisions, Subchapter A definitions, RULE §441.101 Definitions**
 - [Dept. of State Health Services, Chapter 564: Standard of Care](#)
 - [Title 25 Health Services, Part 1: Dept. of State Health Services, Chapter 140: Health Profession Regulation, Subchapter 1 LCDCs](#)
- **HIPAA**
 - U.S. Department of Health and Human Services. (2004). [SAMHSA Confidentiality of Alcohol and Drug Abuse Patient Records Regulation and the HIPAA Privacy Rule](#). SAMHSA.

Course Objectives

Knowledge and Skill Learning Outcomes

Upon successful completion of this course, students will:

Understanding Addiction

- Terms and concepts related to theory, etiology, research, and practice.
- Openness to information that may differ from personally held views.
- Appreciation of the complexity inherent in understanding addiction.
- Willingness to form personal concepts through critical thinking.
- Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others.
- The continuum, of drug use, such as initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery.
- The varying courses of addiction.

- Sensitivity to multiple influences in the developmental course of addiction.
- Interest in scientific research findings.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.
- Willingness to refer for treating conditions outside one's expertise.

Treatment Knowledge

- Appreciation for the significance and complementary nature of various systems in facilitating treatment and recovery.
- Sources of research literature relevant to the prevention and treatment of addiction.
- Terms and concepts necessary to communicate effectively across disciplines.
- 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.
- Recognition of the value of research findings.
- 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 individual differences within cultures.
- Respect for differences between cultures.
- 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.
- The unique influence of the client's culture, lifestyle, gender, and other relevant factors may have on behavior.
- The relationship between substance use and diverse cultures, values, and lifestyles.
- Assessment and intervention methods that are appropriate to culture and gender.
- Willingness to explore and identify one's own cultural values.
- Acceptance of other cultural values as valid for other individuals.
- Intervention principles and methods.
- Willingness to conduct oneself under the highest ethical standards.
- Willingness to comply with regulatory and professional expectations.

Clinical Evaluation

- Screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental disorders.
- How to gather and use information from collateral sources.
- How to apply confidentiality rules and regulations.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.
- Communicating effectively in emotionally charged situations.

- Writing accurately, concisely, and legibly.
- Determine the client's readiness for treatment and change as well as the needs of others involved in the current situation.

Counseling

- Professional objectivity.
- The role of the counselor.
- Formulating and documenting concise, descriptive, and measurable treatment outcome statements.
- Assessing and reassessing client behaviors.
- Describe, select, and appropriately use strategies from accepted and culturally appropriate models for group counseling with clients with substance use disorders.
- Intervention strategies appropriate for family systems at varying stages of problem development and resolution.

Professional and Ethical Responsibilities

- Adhere to established professional codes of ethics that define the professional context within which the counselor works to maintain professional standards and safeguard the client.
- Difference between the role of the professional counselor and that of a peer counselor or sponsor.
- Mandatory reporting requirements.
- Adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders.

Learning Objectives

- Students will be able to understand concepts of documentation, ethics, and law within substance abuse.
- Students will be able to discuss different types of documentation within substance abuse counseling.
- Students will be able to discuss the ethics substance abuse counselors must abide by.
- Students will be able to discuss the laws and codes regarding substance abuse counseling.
- 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 a 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 [Academic Calendar](#) 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).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

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

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the Office of Title IX will reach out to the affected student or employee to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the Office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at the [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

***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.

Inclusivity

It is my intent to present material and activities that are respectful. 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 students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity 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 when 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 lot 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
Week 1 Monday, August 26, 2024 – Sunday, September 1, 2024	<ul style="list-style-type: none">• Class Introductions• Syllabus Review• Class Instructions• Types of Notes for Documentation	<ul style="list-style-type: none">• *Do Discussion Board, Post, and Comment on a Peer's Post• Watch videos on the following types of notes<ul style="list-style-type: none">○ SOAP Notes○ BIRP Notes○ DAP Notes

Class Dates	Class Topics	Assignments/Reading
<p style="text-align: center;">Week 2 Monday, September 2, 2024 – Sunday, September 8, 2024</p> <p style="text-align: center;">Labor Day Monday September 2nd, 2024</p>	<ul style="list-style-type: none"> • Types of Notes for Documentation 	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post • Read about the following types of notes (see online text): <ul style="list-style-type: none"> ○ HIPAA Case Notes ○ Progress Notes ○ Psychotherapy Notes
<p style="text-align: center;">Week 3 Monday, September 9, 2024 – Sunday, September 15, 2024</p>	<ul style="list-style-type: none"> • Texas Administrative Code (TAC 140.423): Click Here • Texas Administrative Code (TAC 140.424): Click Here 	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post • Read TAC: RULE §140.423 Professional and Ethical Standards for all License Holders • Read TAC: RULE §140.424 Standards for Private Practice
<p style="text-align: center;">Week 4 Monday, September 16, 2024 – Sunday, September 22, 2024</p>	<ul style="list-style-type: none"> • TAP 21 Competencies on Documentation: Click Here <p>*Exam #1</p>	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post <p>Read TAP 21 Addiction Competencies: pp. 108-114</p>
<p style="text-align: center;">Week 5 Monday, September 23, 2024 – Sunday, September 29, 2024</p>	<p>*Exam #1</p>	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post <p>*Complete Exam #1: Documentation for Substance Abuse</p>

Class Dates	Class Topics	Assignments/Reading
<p align="center">Week 6 Monday, September 30, 2024 – Sunday, October 6, 2024</p>	<ul style="list-style-type: none"> • Ethics NAADAC/ NCC AP Ethical Standards: Click Here 	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post • Read NAADAC/ NCC AP Ethical Standards: pp. 1-22 Read multicultural articles
<p>Week 7 Monday, October 7, 2024 – Sunday, October 13, 2024</p>	<ul style="list-style-type: none"> • Ethics • TAP 21 Addiction Competencies: Click Here <p>*Exam #2</p>	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post <p>Read TAP 21 Competencies: pp. 115-123</p>
<p align="center">Week 8 Monday, October 14, 2024 – Sunday October 20, 2024</p>	<p>*Exam #2</p>	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post <p>*Complete Exam #2: Ethics for Substance Abuse</p>
<p>Week 9 Monday, October 21, 2024 – Sunday, October 27, 2024</p>	<ul style="list-style-type: none"> • Texas Administrative Code (TAC): Click Here 	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer's Post • Read: TAC Chapter 564: Subchapter B: Standard of Care Applicable to All Providers Read: TAC Chapter 564: Subchapter D: Facility Licensure Information Read: TAC Chapter 564: Subchapter E: Facility Requirements

Class Dates	Class Topics	Assignments/Reading
<p>Week 10 Monday, October 28, 2024 – Sunday, November 3, 2024</p>	<p>Texas Administrative Code (TAC): Click Here</p>	<p>*Do Discussion Board, Post, and Comment on a Peer’s Post</p> <ul style="list-style-type: none"> • Read: TAC Chapter 564: Subchapter F: Personnel Practices and Development • Read: TAC Chapter 564: Subchapter G: Client Rights <p>Read: TAC Chapter 564: Subchapter H: Screening and Assessment</p>
<p>Week 11 Monday, November 4, 2024 – Sunday, November 10, 2024</p>	<p>Texas Administrative Code (TAC): Click Here</p>	<p>*Do Discussion Board, Post, and Comment on a Peer’s Post</p> <ul style="list-style-type: none"> • Submit Substance Abuse Ethical Dilemma paper • Read: TAC Chapter 564: Subchapter I: Treatment Program Services • Read: TAC Chapter 564: Subchapter J: Medication <p>Read: TAC Chapter 564: Subchapter K: Food and Nutrition</p>
<p>Week 12 Monday, November 11, 2024 – Sunday, November 17, 2024</p>	<p>Texas Administrative Code (TAC): Click Here</p> <p>*Substance Abuse Ethical Dilemma Paper due 11:59 pm CST November 17, 2024</p>	<ul style="list-style-type: none"> • *Do Discussion Board, Post, and Comment on a Peer’s Post <p>Read: TAC Chapter 564: Subchapter L: Residential Physical Plant Requirements</p> <ul style="list-style-type: none"> • Read: TAC Chapter 564: Subchapter M: Court Commitment Services <p>Read: TAC Chapter 564: Subchapter N: Therapeutic Communities</p>

Class Dates	Class Topics	Assignments/Reading
<p>Week 13 Monday, November 18, 2024 – Sunday, November 24, 2024</p>	<p>Texas Administrative Code (TAC): Click Here</p> <p>*Exam #3</p>	<p>*Do Discussion Board, Post, and Comment on a Peer’s Post</p> <ul style="list-style-type: none"> • Read: TAC Chapter 564: Subchapter O: • Faith Based Chemical Dependency Programs
<p>Week 14 Monday, November 25, 2024 – Sunday, December 1, 2024</p> <p>*Thanksgiving Break</p>	<p>Texas Administrative Code (TAC): Click Here</p>	<p>Read TAC:</p> <ul style="list-style-type: none"> • 140.400, .401, .402, .403, .404, .405, .407, .408, .409, .411, .412, .413, .414, .415, .418, .419, .420, .421, .422, .425, .426, .427, .428, .429, .430, .431, .432, .433, .434, .435
<p>Week 15 Monday, December 2, 2023 – Friday 6, 2023</p> <p>Last Day of Class December 6, 2024</p> <p>Discussion Board Post and Reply and due Thursday, December 5th, 2024.</p>	<p>Texas Administrative Code (TAC): Click Here</p> <ul style="list-style-type: none"> • SAMHSA Confidentiality Document: Click Here 	<p>*Do Discussion Board, Post, and Comment on a Peer’s Post</p> <ul style="list-style-type: none"> • Read TAC RULE §441.101: Definitions <p>Read “SAMHSA Confidentiality of Alcohol and Drug Abuse Patient Records Regulation and the HIPAA Privacy Rule:” pp. 1-25</p>

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 Board Posts And Comments (15 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 on *Documentation in Substance Abuse* 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 on *Ethics in Substance Abuse* 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).**

Substance Abuse Ethical Dilemma (24 pts.)

Students will discuss a substance abuse ethical dilemma involving both ethics and law within the substance abuse field. Within their paper, students will identify their ethical dilemma, discuss ethics involved, explore laws involved, walk through the ethical dilemma using one of the many ethical decision-making models out there, and provide a personal summary and reflection on how ethics and laws impact the substance abuse field. An example of an ethical decision-making model is the Forester-Miller and Davis's (2016) [*Practitioner's guide to ethical decision making*](#). ***Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting, 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 D for Rubric).**

Exam #3 (21 pts)

Students will complete their third exam on *Law in Substance Abuse* 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**).

Points Breakdown

Assignments	Points
Online Discussion Board Posts and Comments D2L	15
Exam #1: Documentation D2L	20
Exam #2: Ethics D2L	20
Substance Abuse Ethical Dilemma D2L Dropbox	24
Exam #3: Law D2L	21
Total Points	100

Grade Classifications

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
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 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 & RESOURCES

Top 8 Things to Include in Your Substance Abuse Notes

<https://www.icanotes.com/2022/10/26/substance-abuse-counseling-notes/#include>

How to Write Therapy Progress Notes Using the SOAP Method

https://youtu.be/t1_E7AT7mhk?si=uyhUGFAjS-m_cqMT

B.I.R.P. Notes in 4 minutes or less

https://youtu.be/bnnrW-tG_MY?si=MKzdXQ4LK8SO6Cui

How to Write DAP Notes in Private Practice: A Therapist's Guide

<https://youtu.be/Zt78NeMKhKU?si=yO-7dpgcFEhc2fwr>

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APPENDENCIES Appendix A
Online Assignments and Comments (15 pts.)
Rubric of Online Assignments and Comments (Possible 15 Pts.)

- **Week 1 (1 pt)**
- **Week 2 (1 pt)**
- **Week 3 (1 pt)**
- **Week 4 (1 pt)**
- **Week 5 (1 pt)**
- **Week 6 (1 pt)**
- **Week 7 (1 pt)**
- **Week 8 (1 pt)**
- **Week 9 (1 pt)**
- **Week 10 (1 pt)**
- **Week 11 (1 pt)**
- **Week 12 (1 pt)**
- **Week 13 (1 pt)**
- **Nothing due Week 14 for Thanksgiving**
- **Week 15 (1 pt)**
- **Week 16 (1 pt)**

Appendix B

Exam #1 (20 pts):

Students will complete their first exam on **Documentation in Substance Abuse** 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**).

Appendix C

Exam #2 (20 pts):

Students will complete their second exam on **Ethics in Substance Abuse** 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**).

Appendix D

Substance Abuse Ethical Dilemma (24 pts.):

Students will discuss an ethical dilemma involving both ethics and law within the substance abuse field. Within their paper, students will identify their ethical dilemma, discuss ethics involved, explore laws involved, walk through the ethical dilemma using one of the many ethical decision-making models out there, and provide a personal summary and reflection on how ethics and laws impact the substance abuse field. An example of an ethical decision-making model is the Forester-Miller and Davis's (2016) *Practitioner's guide to ethical decision making*. ***Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting, 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 D for Rubric).

Substance Abuse Ethical Dilemma (Possible 24 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Introduction to the Assignment	Student does not provide an introduction to the assignment.	Student writes an introduction to the assignment, 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.	Student appropriately writes an introduction 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 to the assignment and meets the one academic paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.
Ethical Dilemma	Student does not identify an ethical dilemma within this section.	Student identifies an ethical dilemma, 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 ethical dilemma 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 ethical dilemma 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.

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
Ethics Involved	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.
Laws Involved	Student does not identify the laws involved within this section.	Student identifies the laws 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 laws 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 laws 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.

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished
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.
Personal Reflection, and Impact on the field	Student does not provide a personal reflection and impact of the field section.	Student provides a personal reflection and impact on the field section, 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 provides a personal reflection and impact on the field section and meets the two paragraph minimum. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a personal reflection and impact on the field section and meets the two paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.

Appendix E

Exam #3 (20 pts):

Students will complete their third exam on **Law in Substance Abuse** 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**).

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