



**Midwestern State University**  
Gordon T. & Ellen West College of Education

**Course Title:** Pharmacology of Substance Abuse  
**Course Number:** COUN 1033  
**Semester Credits:** 3

**Professor:** Wynne Richardson LPC, LCDC  
**Office:** Online  
**E-mail:** Wynne.Richardson@msutexas.edu  
**Office Hours:** Online

**Semester:** Spring 2022  
**Class Room:** Online  
**Class Format:** Online

**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 12 hours. During Holidays and weekends, I will respond within 24 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.

## I. COURSE DESCRIPTION

Explores the different types of substances abused and the psychological and physiological consequences.

## II. COURSE RATIONALE

This course surveys the neurochemical, physiological, and behavioral effects of drugs of abuse.

## III. 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.

This book will be provided to you within the D2L shell, or you may download it at [https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20\\_0.pdf](https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20_0.pdf)

U.S. Department of Justice Drug Enforcement Administration. (2020). *Drugs of Abuse*. DEA Resource Guide.

## IV. COURSE OBJECTIVES

### **Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies**

Upon successful completion of this course, students will:

#### **Understanding Addiction**

- How to access addiction-related literature from multiple disciplines.
- 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.
- Fundamental concepts of pharmacological properties and effects of all psychoactive substances.
- The continuum, of drug use, such as initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery.
- Behavioral, psychological, social, and health effects of psychoactive substances.
- The effects of chronic substance use on clients, significant others, and communities within a social, political, cultural and economic context.
- The varying courses of addiction.
- Sensitivity to multiple influences in the developmental course of addiction.
- Interest in scientific research findings.

### **Treatment Knowledge**

- Generally accepted models, such as but not limited to: pharmacotherapy, mutual help and self-help, behavioral self-control training, mental help, self-regulating community, psychotherapeutic, relapse prevention.
- The philosophy, practices, policies, and outcomes of the most generally accepted therapeutic models.
- Openness to new, evidence-based treatment approaches, including pharmacological interventions.
- Appreciation for the significance and complementary nature of various systems in facilitating treatment and recovery.

### **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.
- Continuum of treatment services and activities.
- Openness to a variety of treatment services based on client need.
- 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.
- Respect for individual differences within cultures.
- Respect for differences between cultures.

### **Counseling**

- Cognitive, behavioral, and pharmacological interventions appropriate for relapse prevention.

### **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 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.
- The features of crisis, which may include but are not limited to: family disruption, social and legal consequences, physical and psychological panic states, physical dysfunction.
- Substance use screening and assessment methods.
- Intervention principles and methods.
- Principles of crisis case management.
- Posttraumatic stress characteristics.
- Critical incident debriefing methods.
- Available resources for assistance in the management of crisis situations.
- Willingness to conduct oneself in accordance with 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.
- Symptoms of intoxication, withdrawal, and toxicity for all psychoactive substances, alone and in interaction with one another.
- Physical, pharmacological, and psychological implications of psychoactive substance use.
- Effects of chronic psychoactive substance use or intoxication on cognitive abilities.
- Available resources for help with drug reactions, withdrawal, and violent behavior.
- 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.

### **Learning Objectives**

1. Students will be able to discuss the principles of neuropharmacology.
2. Students will be able to discuss the neurophysiological bases of drugs of addiction.
3. Students will be able to understand how drugs of addiction impact cognitive and behavioral aspects.
4. Students will understand the psychopharmacology terminology including drug effects, side effects, chronic use, and withdrawal symptoms.
5. Students will be able to describe how drugs of abuse impact the brain and body.

## **V. 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: January 13<sup>th</sup>, 2022 Check date on [Academic Calendar](#).

Deadline to file for graduation: February 14<sup>th</sup>, 2022 Check date on [Academic Calendar](#).

Last Day to drop with a grade of “W:” March 21<sup>st</sup>, 2022, only for full term courses 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 amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

## V. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Monday, January 10 <sup>th</sup> , 2022 – Sunday, January 16 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Syllabus Review</li> <li>Controlled Substances Act pages 6-27.</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> the Controlled Substances Act pages 6-27.</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>
2. Week of Monday, January 17 <sup>th</sup> , 2022 – Sunday, January 23 <sup>rd</sup> , 2022	<ul style="list-style-type: none"> <li>U.S. Chemical Control and Introduction to Drug Classes pages 38 – 47.</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> the U.S. Chemical Control and Introduction to Drug Classes pages 38 – 47.</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>
3. Week of Monday, January 24 <sup>th</sup> , 2022 – Sunday, January 30 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Narcotics pages 48 - 59</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Narcotics pages 48 - 59</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>
4. Week of Monday, January 31 <sup>st</sup> , 2022 – Sunday, February 6 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li><b>History of Drugs of Abuse Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>Turn in History of Drugs of Abuse Appendix B</b></li> </ul>
5. Week of Monday, February 7 <sup>th</sup> , 2022 – Sunday, February 13 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Stimulants pages 60-67</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Stimulants pages 60-67</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>

Midwestern State University  
COUN 1033 Pharmacology of Substance Abuse

Class Dates	Class Topics	Assignments/Reading
<p>6. Week of Monday, February 14<sup>th</sup>, 2022 – Sunday, February 20<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Depressants pages 68-75</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Depressants pages 68-75</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p>7. Week of Monday, February 21<sup>st</sup>, 2022 – Sunday, February 27<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Hallucinogens pages 76-85</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Read</b> Hallucinogens pages 76-85</li> </ul>
<p>8. Week of Monday, February 28<sup>th</sup>, 2022 – Sunday, March 6<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Work on your midterm drug of abuse research paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on your midterm drug of abuse research paper.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>
<p>9. Week of Monday, March 7<sup>th</sup>, 2022 – Sunday, March 13<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• <b>Drug of Abuse Research Paper Appendix C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Turn in Drug of Abuse Research Paper Appendix C</b></li> </ul>
<p>10. Week of Monday, March 14<sup>th</sup>, 2022 – Sunday, March 20<sup>th</sup>, 2022</p> <p style="text-align: center;"><b>Spring Break!</b></p>	<ul style="list-style-type: none"> <li>• Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your next assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your next assignment.</li> </ul>
<p>11. Week of Monday, March 21<sup>st</sup>, 2022 – Sunday, March 27<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>• Steroids and Marijuana/Cannabis pages 86-93</li> </ul>	<ul style="list-style-type: none"> <li>• Steroids and Marijuana/Cannabis pages 86-93</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> </ul>



<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<b>12. Week of Monday, March 28<sup>th</sup>, 2022 – Sunday, April 3<sup>rd</sup>, 2022</b>	<ul style="list-style-type: none"> <li>Inhalants and Designer Drugs pages 94-101</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Inhalants and Designer Drugs pages 94-101</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>
<b>13. Week of Monday, April 4<sup>th</sup>, 2022 – Sunday, April 10<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li>Drugs of Concern pages 102-105</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Drugs of Concern pages 102-105</li> <li><b>Do Discussion Board, Post, and Comment</b></li> </ul>
<b>14. Week of Monday, April 11<sup>th</sup>, 2022 – Sunday, April 17<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li>Resources pages 106-112</li> <li><b>Case Study Paper Appendix D</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Resources pages 106-112</li> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>Turn in Case Study Paper Appendix D</b></li> </ul>
<b>15. Week of Monday, April 18<sup>th</sup>, 2022 – Sunday, April 24<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li><b>Study for Final pages 1-112</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>Study for Final pages 1-112</b></li> </ul>
<b>16. Week of Monday, April 25<sup>th</sup>, 2022 – Sunday, May 1<sup>st</sup>, 2022</b>	<ul style="list-style-type: none"> <li><b>Final Exam pages 1-112 Appendix E</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>Complete Final Exam pages 1-112 Appendix E</b></li> </ul>
<b>17. Week of Monday, May 2<sup>nd</sup>, 2022 – Thursday, May 5<sup>th</sup>, 2022</b>	<ul style="list-style-type: none"> <li><b>Final Exam pages 1-112 Appendix E</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Final Exam pages 1-112 Appendix E</b></li> <li><b>TURN EVERYTHING IN BY THURSDAY</b></li> </ul>

## VII. EVALUATION AND ASSIGNMENTS

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

**Online Assignments 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**).

**History of Drugs of Abuse (20 pts):** Students will write a paper discussing the history of drugs of abuse. Students must use multiple academic resources to back up their ideas and findings. Students will introduce the assignment, address the history of drugs of abuse, address the importance of ethical standards regarding working with clients with a history of drugs of abuse, discuss legal considerations, address multicultural concerns to take into consideration when dealing with individuals with a history of utilizing drugs of abuse, and discuss professional organizations that could be a good resource for mental health providers who work with clients with a history of utilizing drugs of abuse. Students will end their paper with a personal reflection and summary. **Please use template located with D2L for your history of drugs of abuse paper.** 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 B**).

**Drug of Abuse Research Paper (20 pts):** This paper will be in place of a midterm exam. Students will write a paper where they pick a drug of abuse to complete a research paper on. Students must use resources to back up their ideas. Students will introduce the assignment, discuss the drug of abuse in great detail, discuss diagnoses within the DSM V that relate to the drug of abuse, discuss details of the drug of abuse including side effects of the drug of abuse and how they can negatively impact clients, address how drugs of abuse can impact clinical mental health treatment, and a personal reflection and summary. **Please use the template located with D2L for your drug of abuse research paper.** 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 C**).

**Case Study Paper (20 pts):** Students will create an in-depth case study on a client in a TV show or a movie with substance abuse disorder. Students will introduce the assignment, introduce the fictional media client, discuss the drug of abuse the fictional media client struggles with, discuss possible diagnoses utilizing the DSM V, create a basic treatment plan, and write a personal reflection and summary. Students must back up their ideas with resources. Within the basic treatment plan, students will be sure to identify evidence-based counseling theory and techniques

within the theory or theories that they would utilize with the fictional media client. **Please use the template located with D2L for your case study paper.** 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**).

**Final Exam (25 pts.):** Students will complete their final exam 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 midterm or final exams (**See Appendix E**).

1. Online Assignments and Comments	15
2. History of Drugs of Abuse	20
3. Drug of Abuse Research Paper	20
4. Case Study Paper	20
5. Final Exam	25
<hr/>	
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

### **VIII. 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.

### **IX. 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. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**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 Values:**

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. 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:** Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## X. RESOURCES

Houston Community College. (2021). *LCDC Code of Ethics*. Retrieved from

<https://learning.hccs.edu/faculty/rick.parrott/practicum-sites-for-human-service-technology-program/lcdc-code-of-ethics/view>

National Institute on Drug Abuse. (2012). *Commonly Abused Drugs*. U.S. Department of Health and Human Services. Retrieved from

<https://www.drugabuse.gov/sites/default/files/cadchart.pdf>

Texas Administrative Code. (2021). *Licensed Chemical Dependency Counselors*. Retrieved from

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=5&ti=25&pt=1&ch=140&sch=I&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=25&pt=1&ch=140&sch=I&rl=Y)

Texas Health and Human Services Commission. (2021). *Licensed Chemical Dependency*

*Counselor Program*. Retrieved from <https://hhs.texas.gov/doing-business-hhs/licensing-credentialing-regulation/professional-licensing-certification-unit/licensed-chemical-dependency-counselor-program>

U.S. Department of Justice Drug Enforcement Administration. (2020). *Drugs of Abuse*. DEA

Resource Guide. Retrieved from [https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20\\_0.pdf](https://www.dea.gov/sites/default/files/2020-04/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant-4-24-20_0.pdf)

## XI. APPENDENCIES

### Appendix A

#### Online Assignments and Comments (15 pts.)

#### Rubric of Online Assignments and Comments (Possible 15 Pts.)

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	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)	
	<b>Nothing Due Spring Break Week 10</b>	
_____	Week 11 (1 pt)	
_____	Week 12 (1 pt)	
_____	Week 13 (1 pt)	
_____	Week 14 (1 pt)	
_____	Week 15 (1 pt)	
_____	Week 16/17 (1 pt)	

Total Points Earned \_\_\_\_\_ / 15 points

## Appendix B

**History of Drugs of Abuse (20 pts):** Students will write a paper discussing the history of drugs of abuse. Students must use multiple academic resources to back up their ideas and findings. Students will introduce the assignment, address the history of drugs of abuse, address the importance of ethical standards regarding working with clients with a history of drugs of abuse, discuss legal considerations, address multicultural concerns to take into consideration when dealing with individuals with a history of utilizing drugs of abuse, and discuss professional organizations that could be a good resource for mental health providers who work with clients with a history of utilizing drugs of abuse. Students will end their paper with a personal reflection and summary. **Please use template located with D2L for your history of drugs of abuse paper.** 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 B).

### History of Drugs of Abuse Rubric (Possible 20 Pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
History of Drugs of Abuse	Student inaccurately describes the history of drugs of abuse. Student does not use academic resources to back up ideas about the history of drugs of abuse. Student does not use appropriate in-text citations when writing about the history of substance abuse.	Student appropriately describes the history of drugs of abuse, but lacks academic resources, or appropriate in-text citations when writing the history of drugs of abuse.	Student appropriately describes the history of drugs of abuse, and utilizes academic resources, or appropriate in-text citations when writing the history of drugs of abuse. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the history of drugs of abuse, and utilizes academic resources, or appropriate in-text citations when writing the history of drugs of abuse. Has little to no academic writing, grammatical, or APA errors within the section.	
Ethical Standards and Legal Considerations	Student inaccurately describes the ethical standards and legal considerations. Student does not use academic resources to back up ideas about the ethical standards and legal considerations. Student does not use appropriate in-text citations when writing about the ethical standards and legal considerations.	Student appropriately describes the ethical standards and legal considerations but lacks academic resources, or appropriate in-text citations when writing the ethical standards and legal considerations.	Student appropriately describes the ethical standards and legal considerations and utilizes academic resources, or appropriate in-text citations when writing the ethical standards and legal considerations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the ethical standards and legal considerations and utilizes academic resources, or appropriate in-text citations when writing the ethical standards and legal considerations. Has little to no academic writing, grammatical, or APA errors within the section.	
Multicultural Concerns	Student inaccurately describes the multicultural concerns. Student does not use academic resources to back up ideas about the multicultural concerns. Student does not use appropriate in-text citations when writing about the multicultural concerns.	Student appropriately describes the multicultural concerns within substance abuse but lacks academic resources, or appropriate in-text citations when writing the multicultural concerns.	Student appropriately describes the multicultural concerns and utilizes academic resources, or appropriate in-text citations when writing the multicultural concerns. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the multicultural concerns and utilizes academic resources, or appropriate in-text citations when writing the multicultural concerns. Has little to no academic writing, grammatical, or APA errors within the section.	
Professional Organizations and Resources	Student inaccurately describes the professional organizations and resources. Student does not use academic resources to back up ideas about the professional organizations and resources. Student does not use appropriate in-text citations when writing about the professional organizations and resources.	Student appropriately describes the professional organizations and resources but lacks academic resources, or appropriate in-text citations when writing the professional organizations and resources.	Student appropriately describes the professional organizations and resources and utilizes academic resources, or appropriate in-text citations when writing the professional organizations and resources. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the professional organizations and resources and utilizes academic resources, or appropriate in-text citations when writing the professional organizations and resources. Has little to no academic writing, grammatical, or APA errors within the section.	
Personal Reflection of Drugs of Abuse and Summary	Student vaguely describes personal reflection of drugs of abuse. Student does not use academic resources to back up ideas about their summary. Student does not use appropriate in-text citations when writing about their summary of drugs of abuse.	Student appropriately describes personal reflection of drugs of abuse but lacks academic resources, or appropriate in-text citations when writing the summary of drugs of abuse.	Student appropriately describes personal reflection of drugs of abuse and utilizes academic resources, or appropriate in-text citations when writing the summary. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes personal reflection of drugs of abuse and utilizes academic resources, or appropriate in-text citations when writing the summary. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 20</b>					

## Appendix C

**Drug of Abuse Research Paper (20 pts):** This paper will be in place of a midterm exam. Students will write a paper where they pick a drug of abuse to complete a research paper on. Students must use resources to back up their ideas. Students will introduce the assignment, discuss the drug of abuse in great detail, discuss diagnoses within the DSM V that relate to the drug of abuse, discuss details of the drug of abuse including side effects of the drug of abuse and how they can negatively impact clients, address how drugs of abuse can impact clinical mental health treatment, and a personal reflection and summary. **Please use the template located with D2L for your drug of abuse research paper.** 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 C).

### Drug of Abuse Research Paper Rubric (Possible 20 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Drug of Abuse to be Researched	Student inaccurately describes the drug of abuse to be researched.	Student appropriately describes the drug of abuse to be researched but lacks the paragraph requirement for the section.	Student appropriately describes the drug of abuse to be researched and meets the paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the drug of abuse to be researched and meets the paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.	
Correlating DSM V Diagnoses	Student inaccurately describes the correlating DSM V diagnoses. Student does not use academic resources. Student does not use appropriate in-text citations.	Student appropriately describes the correlating DSM V diagnoses but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the correlating DSM V diagnoses and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the correlating DSM V diagnoses and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Side-Effects and Negative Impact	Student inaccurately describes the side-effects and negative impact the drug of abuse has on individuals.	Student appropriately describes the side-effects and negative impact the drug of abuse has on individuals but lacks the paragraph requirement for the section.	Student appropriately describes the side-effects and negative impact the drug of abuse has on individuals and meets the paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the side-effects and negative impact the drug of abuse has on individuals and meets the paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.	
Clinical Mental Health Treatment	Student inaccurately describes the impact on clinical mental health treatment. Student does not use academic resources to back up ideas about the impact on clinical mental health treatment. Student does not use appropriate in-text citations.	Student appropriately describes the impact on clinical mental health treatment but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the impact on clinical mental health treatment and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the impact on clinical mental health treatment and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Personal Reflection of Drug of Abuse and Summary	Student vaguely describes personal reflection of the drug of abuse. Student does not use academic resources to back up ideas about their summary. Student does not use appropriate in-text citations when writing about their summary of the drug of abuse.	Student appropriately describes personal reflection of the drug of abuse but lacks academic resources, or appropriate in-text citations when writing the summary of the drug of abuse.	Student appropriately describes personal reflection of the drug of abuse and utilizes academic resources, or appropriate in-text citations when writing the summary. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes personal reflection of the drug of abuse and utilizes academic resources, or appropriate in-text citations when writing the summary. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 20</b>					



## Appendix D

**Case Study Paper (20 pts):** Students will create an in-depth case study on a client in a TV show or a movie with substance abuse disorder. Students will introduce the assignment, introduce the fictional media client, discuss the drug of abuse the fictional media client struggles with, discuss possible diagnoses utilizing the DSM V, create a basic treatment plan, and write a personal reflection and summary. Students must back up their ideas with resources. Within the basic treatment plan, students will be sure to identify evidence-based counseling theory and techniques within the theory or theories that they would utilize with the fictional media client. **Please use the template located with D2L for your case study paper.** 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).

### Case Study Paper Rubric (Possible 20 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Fictional Media Client	Student inaccurately describes the fictional media client.	Student appropriately describes the fictional media client but lacks the paragraph requirement for the section.	Student appropriately describes the fictional media client and meets the paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the fictional media client and meets paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.	
Drug of Abuse	Student inaccurately describes the drug of abuse.	Student appropriately describes the drug of abuse but lacks the paragraph requirement for the section.	Student appropriately describes the drug of abuse and meets the paragraph requirement for the section. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the drug of abuse and meets the paragraph requirement for the section. Has little to no academic writing, grammatical, or APA errors within the section.	
Possible DSM V Diagnoses	Student inaccurately describes the possible DSM V diagnoses. Student does not use academic resources. Student does not use appropriate in-text citations.	Student appropriately describes the possible DSM V diagnoses but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the possible DSM V diagnoses and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the possible DSM V diagnoses and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Treatment Plan	Student inaccurately creates the treatment plan. Student does not use academic resources. Student does not use appropriate in-text citations.	Student appropriately creates the treatment plan but lacks academic resources, or appropriate in-text citations.	Student appropriately creates the treatment plan and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally creates the treatment plan and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Personal Reflection of Assignment and Summary	Student vaguely describes personal reflection of the assignment. Student does not use academic resources to back up ideas about their summary. Student does not use appropriate in-text citations when writing about their summary of the assignment.	Student appropriately describes personal reflection of the assignment, but lacks academic resources, or appropriate in-text citations when writing the summary of the assignment..	Student appropriately describes personal reflection of the assignment and utilizes academic resources, or appropriate in-text citations when writing the summary. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes personal reflection of the assignment and utilizes academic resources, or appropriate in-text citations when writing the summary. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 20</b>					

## **Appendix E**

**Final Exam (25 pts.):** Students will complete their final exam 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 midterm or final exams.

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