



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

Course Title: COUN 4033 Adolescents and Substance Abuse
Course Number: COUN 4033
Semester Credits: 3

Instructor:	Audrey Zatopek M.A., LPC, LCDC	Semester:	Fall 2022
Office:	Online	Class Room:	Online
E-mail:	Audrey.Zatopek@msutexas.edu	Class Format:	Online
Office Hours:	Online by appointment only.		

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.

I. COURSE DESCRIPTION

Examines therapeutic approaches and techniques for counseling adolescents with addictions.

II. COURSE RATIONALE

This course explores the correlation between adolescents and addiction.

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. 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:

Belendiuk, K. A., & Riggs, P. (2014). Treatment of adolescent substance use disorders. *Current Treatment Options in Psychiatry*, 1(2), 175-188. <https://doi.org/10.1007/s40501-014-0016-3>

Costello, C. R., & Ramo, D. E. (2017). Social media and substance use: What should we be recommending to teens and their parents? *Journal of Adolescent Health*, 60(6), 629-630. <https://doi.org/10.1016/j.jadohealth.2017.03.017>

Roberts, N. P., Lotzin, A., & Schäfer, I. (2022). A systematic review and meta-analysis of psychological interventions for comorbid post-traumatic stress disorder and substance use disorder. *European Journal of Psychotraumatology*, 13(1), 2041831. <https://doi.org/10.1080/20008198.2022.2041831>

SAMHSA. (2014). Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide. <https://nida.nih.gov/download/17691/principles-adolescent-substance-use-disorder-treatment-research-based-guide.pdf?v=e6f10c8e4b7f79d841ce1e1c1212319b>

SAMHSA. (2012). Screening and assessing adolescents for substance use disorders: Treatment Improvement Protocol (TIP) series 31. <https://store.samhsa.gov/sites/default/files/d7/priv/sma12-4079.pdf>

SAMHSA. (1999). Treatment of adolescents with substance use disorders: Treatment Improvement Protocol (TIP) series 32. <https://pa.performcare.org/assets/pdf/providers/quality-improvement/cpg/cpg-sud-tip-32-full.pdf>

Schoenberger, S. F., Park, T. W., dellaBitta, V., Hadland, S. E., & Bagley, S. M. (2022). “My life isn’t defined by substance use”: Recovery perspectives among young adults with substance use disorder. *Journal of General Internal Medicine*, 37(4), 816-822. <https://doi.org/10.1007/s11606-021-06934-y>

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies

Upon successful completion of this course, students will:

Understanding Addiction

- 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.
- 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.
- The role of family, social networks, and community systems as assets or obstacles in treatment and recovery processes.
- Sources of research literature relevant to the prevention and treatment of addiction.

Application to Practice

- 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.

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.
- Substance use screening and assessment methods.
- Intervention principles and methods.
- 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.
- The effects of psychoactive substances on behavior, thinking, feelings, health status, and relationships.
- Available resources for help with drug reactions, withdrawal, and violent behavior.
- How age, developmental level, culture, and gender affect communication.
- Establishing a therapeutic relationship.
- 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.
- Writing accurately, concisely, and legibly.

Treatment Planning

- Examine treatment options in collaboration with the client and significant others.
- Consider the readiness of the client and significant others to participate in treatment.
- Formulate mutually agreed-on and measurable treatment goals and objectives.
- Inform the client of confidentiality rights, program procedures that safeguard them, and the exceptions imposed by regulations.
- Recognition of the importance of professional collaboration within the bounds of confidentiality.
- Reassess the treatment plan at regular intervals or when indicated by changing circumstances.

Counseling

- Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.
- Cognitive, behavioral, and pharmacological interventions appropriate for relapse prevention.
- Professional objectivity.
- The role of the counselor.
- Promote client knowledge, skills, and attitudes that contribute to a positive change in substance use behaviors.
- Adapt counseling strategies to the individual characteristics of the client, including but not limited to disability, gender, sexual orientation, development level, culture, ethnicity, age, and health status.

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.
- Recognize the importance of individual differences that influence client behavior, and apply this understanding to clinical practice.

Learning Objectives

1. Students will understand the correlation between adolescents and addiction.
2. Students will understand the principles and treatment of adolescents with substance abuse issues.
3. Students will explore the connection between substance abuse and social media.
4. Students will understand the terminology that goes into substance abuse counseling.
5. Students will be able to create a case study on an adolescent client regarding substance abuse issues.

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: Check date on [Academic Calendar](#).

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

Last Day to drop with a grade of “W:” Check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be

supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

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

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

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable 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
<p>1. Week of Monday, August 22, 2022 – Sunday, August 28, 2022</p> <p>Discussion Board Post and Reply due Sunday, August 28th 2022.</p>	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • Adolescent Substance Use Disorder (SUD) Treatment: Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read “Principles of Adolescent Substance Use Disorder Treatment” by NIH (2014)
<p>2. Week of Monday, August 29, 2022 – Sunday, September 4, 2022</p> <p>Discussion Board Post and Reply due Sunday, September 4th 2022.</p>	<ul style="list-style-type: none"> • Adolescent Substance Use Disorder (SUD) Treatment: Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read “Treatment of Adolescent Substance Use Disorders” by Belendiuk and Riggs (2014)
<p>3. Week of Monday, September 5, 2022 – Sunday, September 11, 2022</p> <p>Labor Day Monday: 9/5/22</p> <p>Discussion Board Post and Reply due Sunday, September 11th 2022.</p>	<ul style="list-style-type: none"> • Trauma and Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer’s Post • Read “A systematic review and meta-analysis of psychological interventions for comorbid post-traumatic stress disorder and substance use disorder” by Roberts et al. (2022)

Class Dates	Class Topics	Assignments/Reading
<p>4. Week of Monday, September 12, 2022 – Sunday, September 18, 2022</p> <p>Discussion Board Post and Reply due Sunday, September 18th 2022.</p>	<ul style="list-style-type: none"> Recovery Perspectives for Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read “My life isn’t defined by substance use” by Schoenberger et al. (2022)
<p>5. Week of Monday, September 19, 2022 – Sunday, September 25, 2022</p> <p>Discussion Board Post and Reply due Sunday, September 25th 2022.</p>	<ul style="list-style-type: none"> Screening and Assessing Adolescents for Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read SAMHSA TIP 31: Chapter 1-2
<p>6. Week of Monday, September 26, 2022 – Sunday, October 2, 2022</p> <p>Discussion Board Post and Reply due Sunday, October 2nd, 2022.</p>	<ul style="list-style-type: none"> Screening and Assessing Adolescents for Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read SAMHSA TIP 31: Chapter 3-4
<p>7. Week of Monday, October 3, 2022 – Sunday, October 9, 2022</p> <p>Discussion Board Post and Reply due Sunday, October 9th, 2022.</p>	<ul style="list-style-type: none"> Screening and Assessing Adolescents for Substance Use Disorders (SUDs): Click Here Review Readings for Midterm Exam 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read SAMHSA TIP 31: Chapter 5
<p>8. Week of Monday, October 10, 2022 – Sunday, October 16, 2022</p> <p>Discussion Board Post and Reply and Midterm Exam due Sunday, October 16th, 2022.</p>	<ul style="list-style-type: none"> Midterm Exam 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Complete Midterm Exam
<p>9. Week of Monday, October 17, 2022 – Sunday, October 23, 2022</p> <p>Discussion Board Post and Reply due Sunday, October 23rd, 2022.</p>	<ul style="list-style-type: none"> Treatment of Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read SAMHSA TIP 32: Foreword & Executive Summary and Recommendations pp. 1-31

Class Dates	Class Topics	Assignments/Reading
<p>10. Week of Monday, October 24, 2022 – Sunday, October 30, 2022</p> <p>Discussion Board Post and Reply due Sunday, October 30th, 2022.</p>	<ul style="list-style-type: none"> • Treatment of Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read SAMHSA TIP 32: Chapters 1-3 pp. 31-69
<p>11. Week of Monday. October 31, 2022 – Sunday, November 6, 2022</p> <p>Discussion Board Post and Reply due Sunday, November 6th, 2022.</p>	<ul style="list-style-type: none"> • Treatment of Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read SAMHSA TIP 32: Chapters 4-5 pp. 69-94
<p>12. Week of Monday. November 7, 2022 – Sunday, November 13, 2022</p> <p>Discussion Board Post and Reply due Sunday, November 13th, 2022.</p>	<ul style="list-style-type: none"> • Treatment of Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read SAMHSA TIP 32: Chapters 6-7 pp. 94-121
<p>13. Week of Monday. November 14, 2022 – Sunday, November 20, 2022</p> <p>Discussion Board Post and Reply and Paper due Sunday, November 20th, 2022.</p>	<ul style="list-style-type: none"> • Case Study Paper due by 11:59 pm central on November 20th 2022. • Treatment of Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read SAMHSA TIP 32: Chapter 8 pp. 121-166 • Submit Case Study Paper by 11:59 pm on 11/20/22
<p>14. Week of Monday. November 21, 2022 – Sunday, November 27, 2022</p> <p>Thanksgiving Week!</p>	<ul style="list-style-type: none"> • Social Media and Adolescents with Substance Use Disorders (SUDs): Click Here 	<ul style="list-style-type: none"> • Read “Social Media and Substance Use” by Costello and Ramo (2017)

Class Dates	Class Topics	Assignments/Reading
<p>15. Week of Monday, November 28, 2022 – Sunday, December 4, 2022</p> <p>Discussion Board Post and Reply due Sunday, December 4th, 2022.</p>	<ul style="list-style-type: none"> Review Readings for Final Exam 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post
<p>16. Week of Monday, December 5, 2022 – Thursday, December 8, 2022</p> <p>Discussion Board Post and Reply and Final Exam Thursday, December 8th, 2022.</p>	<ul style="list-style-type: none"> Final Exam 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post Complete Final Exam

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 Discussion 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).

Midterm Exam (26 pts.): Students will complete their midterm 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. Exams feature multiple choice, and true/false questions (See Appendix B).

Case Study Paper (32 pts): Students will create an in-depth case study on an adolescent client with a one or more substance abuse disorders. Students will introduce the assignment, introduce the fictional adolescent client, discuss the drug(s) of abuse the fictional adolescent substance abuse client struggles with, discuss possible diagnoses utilizing the DSM-5-TR, 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 C).

Final Exam (27 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. Exams feature multiple choice, and true/false questions (See Appendix D).

Points Breakdown

1. Online Discussion Posts and Comments D2L	15
2. Midterm Exam D2L	26
3. Case Study Paper D2L Dropbox	32
4. Final Exam D2L	27
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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.

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

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

Midwestern State University Counseling Program Objectives:

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

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

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.

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

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X. RESOURCES

Belendiuk, K. A., & Riggs, P. (2014). Treatment of adolescent substance use disorders. *Current*

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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)	
_____	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)	

Total Points Earned _____ / 15 points

Appendix B

Midterm Exam (26 pts.): Students will complete their midterm 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. Exams feature multiple choice, and true/false questions (**See Appendix B**).

Appendix C

Case Study Paper (32 pts): Students will create an in-depth case study on an adolescent client with a one or more substance abuse disorders. Students will introduce the assignment, introduce the fictional adolescent client, discuss the drug(s) of abuse the fictional adolescent substance abuse client struggles with, discuss possible diagnoses utilizing the DSM-5-TR, 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 rubric below.

Case Study Paper Rubric (Possible 32 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
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.	Student appropriately writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section.	Student exceptionally writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section.	
Fictional Adolescent Substance Abuse Client	Student inaccurately describes the fictional adolescent substance abuse client .	Student appropriately describes the fictional adolescent substance abuse client but lacks the paragraph requirement for the section.	Student appropriately describes the fictional adolescent substance abuse client and meets the paragraph requirement for the section.	Student exceptionally describes the fictional adolescent substance abuse client and meets paragraph requirement for the section.	
Drug(s) of Abuse	Student inaccurately describes the drug(s) of abuse.	Student appropriately describes the drug(s) of abuse but lacks the paragraph requirement for the section.	Student appropriately describes the drug(s) of abuse and meets the paragraph requirement for the section.	Student exceptionally describes the drug(s) of abuse and meets the paragraph requirement for the section.	
Possible DSM-5-TR Diagnoses	Student inaccurately describes the possible DSM-5-TR diagnoses. Student does not use academic resources. Student does not use appropriate in-text citations.	Student appropriately describes the possible DSM-5-TR diagnoses but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the possible DSM-5-TR diagnoses and utilizes academic resources, or appropriate in-text citations.	Student exceptionally describes the possible DSM-5-TR diagnoses and utilizes academic resources, or appropriate in-text citations.	
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.	Student exceptionally creates the treatment plan and utilizes academic resources, or appropriate in-text citations,	
Personal Reflection of Assignment	Student does not write a personal reflection of the assignment.	Student appropriately writes personal reflection of the assignment, but does not meet the one academic paragraph requirement.	Student appropriately writes personal reflection of the assignment, and meets the one academic paragraph requirement.	Student exceptionally writes personal reflection of the assignment, and meets the one academic paragraph requirement.	
Summary	Student does not write a summary of the assignment.	Student appropriately writes a summary of the assignment, but does not meet the one academic paragraph requirement.	Student appropriately writes a summary of the assignment, and meets the one academic paragraph requirement.	Student exceptionally writes a summary of the assignment, and meets the one academic paragraph requirement.	
Academic Writing APA 7 Grammatical Errors	Student has poor academic writing, or has a large amount of APA 7, or grammatical errors throughout the paper.	Student has beginner level of understanding of academic writing, APA 7, and grammatical errors. There are a moderate amount of errors throughout the paper.	Student has an intermediate level of understanding of academic writing, APA 7, and grammatical errors. There are a minor to moderate amount of errors throughout the paper.	Student has an exceptional level of understanding of academic writing, APA 7, and grammatical errors. There are little to none errors throughout the paper.	
Total points out of 32					

Appendix D

Final Exam (27 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. Exams feature multiple choice, and true/false questions (**See Appendix D**).

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