



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

**Course & Contact Information**

Instructor: Dr. Wendy Helmcamp, PhD, LPC-S

E-mail: [wendy.helmcamp@msutexas.edu](mailto:wendy.helmcamp@msutexas.edu)

Course Title: Adolescents & Substance Abuse

Course Number: COUN 4033

Semester Credits: 3

Semester: Spring 2025, 17 Weeks

Office: Bridwell Hall 327

Phone Number: 940-397-4983

Office Hours: Tuesday through Thursday 8:30 am – 10:30 am

Classroom: Online

Class Format: Online

In this syllabus, you will find:

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

**Instructor Response Policy:**

During the week (Monday – Friday), I will respond to emails within 48 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

**COVID-19:**

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your

primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **COURSE DESCRIPTION**

Examines therapeutic approaches and techniques for counseling adolescents with addictions.

## **COURSE RATIONALE**

In this course students will explore the correlation between adolescents and addiction.

## **REQUIRED TEXTBOOK**

Essau, C.A. & Delfabbro, P.H. (Eds.). (2020). *Adolescent Addiction: Epidemiology, Assessment, and Treatment* (2<sup>nd</sup> ed.). Elsevier Academic Press.

## **COURSE OBJECTIVES**

Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies (Substance Abuse and Mental Health Services Administration, 2017)

Upon successful completion of this course, through the following competencies 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 cooccurring 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, developmental 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.

### **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 that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties on the course, there is 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:** 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 (ACA, 2014) Code of Ethics*, and treat all members of the class with respect.

**Inclusivity:** 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 that include 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. **\*You should not be copying and pasting each week's post, and doing so will result in loss of points.** Your discussion post is seen as your weekly attendance in class. Failing to post, reply, or do 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. There is a rubric in Appendix A (**See Appendix A**).

**Late Work:** All papers and assignments must be submitted 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%**. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly.

**SEMESTER COURSE OUTLINE**

| Class Dates                                                | Class Topics                                                                                                                                                                                       | Assignments/Reading                                                                                                                                                                                                          |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Week of Tuesday, January 21 – Sunday, January 26, 2025  | <ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review Syllabus</li> <li>• Foundations of addictive problems in adolescence: Developmental &amp; social factors</li> </ul> | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer’s Post</li> <li>• Read Chapter 1 – Foundations of addictive problems in adolescence: Developmental &amp; social factors</li> </ul> |
| 2. Week of Monday, January 27 – Sunday, February 2, 2025   | <ul style="list-style-type: none"> <li>• Foundations of addictive problems in adolescence: Neurobiological factors</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer’s Post</li> <li>• Read Chapter 2 – Foundations of addictive problems in adolescence: Neurobiological factors</li> </ul>            |
| 3. Week of Monday, February 3 – Sunday, February 9, 2025   | <ul style="list-style-type: none"> <li>• Alcohol in adolescence</li> <li>• Create groups for group project</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer’s Post</li> <li>• Read Chapter 3 – Alcohol in adolescence</li> <li>• Create groups for group project</li> </ul>                    |
| 4. Week of Monday, February 10 – Sunday, February 16, 2025 | <ul style="list-style-type: none"> <li>• Adolescent cannabis use disorders</li> <li>• Work on toolkit project due next week</li> </ul>                                                             | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer’s Post</li> <li>• Read Chapter 4 – Adolescent cannabis use disorders</li> <li>• Work on toolkit project due next week</li> </ul>   |



| Class Dates                                                       | Class Topics                                                                                                     | Assignments/Reading                                                                                                                                                                 |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.</b> Week of Monday, February 17 – Sunday, February 23, 2025 | <ul style="list-style-type: none"> <li>• Adolescent Recovery Toolkit Due</li> </ul>                              | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Adolescent Recovery Toolkit Due</li> </ul>                              |
| <b>6.</b> Week of Monday, February 24 – Sunday, March 2, 2025     | <ul style="list-style-type: none"> <li>• Nicotine &amp; e-cigarettes addiction</li> </ul>                        | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 5 – Nicotine &amp; e-cigarettes addiction</li> </ul>       |
| <b>7.</b> Week of Monday, March 3 – Sunday, March 9, 2025         | <ul style="list-style-type: none"> <li>• Adolescent gambling</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 6 – Adolescent gambling</li> </ul>                         |
| <b>8.</b> Week of Monday, March 10 – Sunday, March 16, 2025       | <ul style="list-style-type: none"> <li>• Indulge in self-care during Spring Break</li> </ul>                     | <ul style="list-style-type: none"> <li>• Spring Break!</li> </ul>                                                                                                                   |
| <b>9.</b> Week of Monday, March 17 – Sunday, March 23, 2025       | <ul style="list-style-type: none"> <li>• Mid-term Exam</li> <li>• Work on group project due next week</li> </ul> | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Mid-term Exam</li> <li>• Work on group project due next week</li> </ul> |
| <b>10.</b> Week of Monday, March 24 – Sunday, March 30, 2025      | <ul style="list-style-type: none"> <li>• Group Podcast Project Due</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Group Podcast Project Due</li> </ul>                                    |

| Class Dates                                                  | Class Topics                                                                                                                   | Assignments/Reading                                                                                                                                                                                                 |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11.</b> Week of Monday, March 31 – Sunday, April 6, 2025  | <ul style="list-style-type: none"> <li>• Video game addiction</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 7 – Video game addiction</li> </ul>                                                        |
| <b>12.</b> Week of Monday, April 7 – Sunday, April 13, 2025  | <ul style="list-style-type: none"> <li>• Smartphone addiction</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 8 – Smartphone addiction</li> </ul>                                                        |
| <b>13.</b> Week of Monday, April 14 – Sunday, April 20, 2025 | <ul style="list-style-type: none"> <li>• Sexual addiction</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 9 – Sexual addiction</li> </ul>                                                            |
| <b>14.</b> Week of Monday, April 21 – Sunday, April 27, 2025 | <ul style="list-style-type: none"> <li>• Exercise addiction</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 10 – Exercise addiction</li> </ul>                                                         |
| <b>15.</b> Week of Monday, April 28 – Sunday, May 4, 2025    | <ul style="list-style-type: none"> <li>• Comorbidity of addictive problems: Assessment &amp; treatment implications</li> </ul> | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 11 – Comorbidity of addictive problems: Assessment &amp; treatment implications</li> </ul> |
| <b>16.</b> Week of Monday, May 5 – Sunday, May 11, 2025      | <ul style="list-style-type: none"> <li>• Political &amp; policy issues in adolescent addiction</li> </ul>                      | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Read Chapter 12 – Political &amp; policy issues in adolescent addiction</li> </ul>                      |
| <b>17.</b> Week of Monday, May 12 – Friday, May 16, 2025     | <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>• Final Exam</li> </ul>                                                                                   |

## EVALUATION AND ASSIGNMENTS

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

**Online Discussion Posts and Comments: (16 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. You will be required to post at least three academic paragraphs made up of five sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. **\*You should not be copying and pasting each week's post, and doing so will result in loss of points.** 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.** Follow directions to get full points each week. Late work will not be accepted.

**Mid-term Exam (20 pts):** Students will complete their mid-term exam **covering Chapters 1 through 6** 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.

**Final Exam (20 pts):** Students will complete their final exam **covering Chapters 7 through 12** 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.

**Adolescent Recovery Toolkit (22 pts.):** Students will design a practical recovery toolkit for adolescents overcoming substance use challenges. The purpose is to combine creativity with practical application and to highlight the importance of accessible resources. Students will research recovery tools, strategies, and resources for teens. They will create a physical or digital toolkit that includes coping skills worksheets, a list of support groups and hotlines, mindfulness or relaxation activities, and inspirational quotes or stories of hope. Students will deliver their toolkit presentation through a combination of audio and video. Students can submit their assignment through D2L and/or share it through google drive with [wendy.helmcamp@msutexas.edu](mailto:wendy.helmcamp@msutexas.edu). See Appendix A for rubric.

**Group Podcast Project: Teens, Substances, and Solutions (22 pts.):** In small groups, students will create a podcast episode discussing key topics in adolescent substance abuse. The purpose is to encourage collaboration, creativity, and communication skills while exploring the subject in depth. They will choose a specific topic, such as peer pressure, family dynamics, media influence, or recovery stories. Students will research evidence-based information and interview a licensed mental health professional with adolescent substance abuse experience (LCDC, LPC, LCSW, etc.). Students will record a 10-to-15-minute podcast and submit a written summary of key points and resources mentioned in the podcast. Students will submit their podcast, written summary, and peer evaluations through D2L and/or share it through google drive with [wendy.helmcamp@msutexas.edu](mailto:wendy.helmcamp@msutexas.edu). See Appendix B for rubric.

**Points Breakdown**

| Assignment                           | Points |
|--------------------------------------|--------|
| Online Discussion Posts and Comments | 16     |
| Mid-Term Exam                        | 20     |
| Final Exam                           | 20     |
| Adolescent Recovery Toolkit          | 22     |
| Group Podcast Project                | 22     |
| Total Points                         | 100    |

**Grade Classifications:**

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

**EXPECTATIONS AND GUIDELINES**

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

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

## STUDENT ETHICS AND OTHER POLICY INFORMATION

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

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

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

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

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

### **Midwestern State University Values:**

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

### **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

## References

American Counseling Association. (2014). *2014 ACA code of ethics*. [Article](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *2020 APA publication manual* (7th ed.). [Book](#).

Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counselors* (2nd ed.). [Book](#).

National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Article](#).

Purdue University. (2022). *APA formatting and style guide* (7th ed.). Purdue Online Writing Lab. [Website](#).

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

**Appendix A:**  
Adolescent Recovery Toolkit Rubric

| <b>Criteria</b>                                   | <b>Exemplary (5.5 Points)</b>                                                                                                                                                 | <b>Proficient (4.5 Points)</b>                                                                                                      | <b>Developing (3.5 Points)</b>                                                                                                               | <b>Needs Improvement (2.5 Points)</b>                                                                                                   | <b>Points</b> |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Relevance and Appropriateness</b>              | Toolkit items are highly relevant, developmentally appropriate, and directly address adolescent recovery needs.                                                               | Toolkit items are mostly relevant and appropriate but may lack full alignment with adolescent recovery needs.                       | Toolkit includes some relevant items but lacks consistency in addressing recovery needs.                                                     | Toolkit items are minimally relevant or inappropriate for adolescent recovery needs.                                                    |               |
| <b>Content Quality and Depth</b>                  | Toolkit provides comprehensive, well-researched content with clear explanations.                                                                                              | Toolkit offers detailed and accurate content but lacks some depth or research.                                                      | Toolkit content is basic or partially accurate with limited research or detail.                                                              | Toolkit lacks depth, accuracy, or sufficient research.                                                                                  |               |
| <b>Creativity and Engagement</b>                  | Toolkit demonstrates exceptional creativity and is highly engaging for adolescents.                                                                                           | Toolkit shows creativity and is moderately engaging for adolescents.                                                                | Toolkit has some creative elements but lacks strong engagement.                                                                              | Toolkit lacks creativity and does not engage the intended audience effectively.                                                         |               |
| <b>Presentation with Reflection and Rationale</b> | Presentation is professional, polished, and effectively uses audio and video. Reflection thoroughly connects toolkit items to course concepts and offers insightful analysis. | Presentation is clear and effective but may lack some polish. Reflection connects toolkit items to course concepts but lacks depth. | Presentation is somewhat effective but has noticeable delivery issues. Reflection is basic and offers limited connection to course concepts. | Presentation lacks clarity or effective use of audio/video. Reflection is missing or fails to connect toolkit items to course concepts. |               |
| <b>Total</b>                                      |                                                                                                                                                                               |                                                                                                                                     |                                                                                                                                              |                                                                                                                                         | <b>22</b>     |



**Appendix B:**  
Group Podcast Project Rubric

| <b>Criteria</b>                                     | <b>Exemplary (5.5 points)</b>                                                                                            | <b>Proficient (4.5 points)</b>                                                       | <b>Developing (3.5 points)</b>                                    | <b>Needs Improvement (2.5 points)</b>                                    | <b>Points</b> |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------|---------------|
| <b>Content Accuracy and Depth</b>                   | Thoroughly covers the chosen topic with accurate, detailed, and evidence-based content. Demonstrates deep understanding. | Covers the topic with mostly accurate and relevant information but lacks some depth. | Covers the topic but includes inaccuracies or insufficient depth. | Incomplete or largely inaccurate content with little depth or relevance. |               |
| <b>Organization and Flow</b>                        | Podcast is well-organized, with a logical flow, clear transitions, and engaging structure.                               | Mostly organized with minor issues in flow or transitions.                           | Some organization, but transitions and flow are inconsistent.     | Poorly organized, difficult to follow, or lacks coherence.               |               |
| <b>Creativity and Engagement</b>                    | Highly creative and engaging, with original ideas and captivating delivery.                                              | Creative and engaging, but delivery could be more dynamic or original.               | Some creativity, but delivery feels flat or uninspired.           | Lacks creativity and is not engaging for the audience.                   |               |
| <b>Peer Evaluations: Collaboration and Teamwork</b> | All group members contribute equally, and teamwork is evident in the final product.                                      | Most group members contribute, but there may be some imbalance.                      | Uneven contributions or limited evidence of teamwork.             | Little to no evidence of collaboration or teamwork.                      |               |
| <b>Total</b>                                        |                                                                                                                          |                                                                                      |                                                                   |                                                                          | 22            |