



Course Syllabus: Family Systems & Substance Abuse

College of Health Sciences and Human Services
SOWK 4363 TR 2:30-3:50 Centennial Hall 334
Fall 2026 Aug. 24-Dec. 10

Contact Information

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Course Description

This course focuses on the family life cycle and family development. The origins of family intervention are deeply rooted in the profession of Social Work. The tradition of viewing the person and the presenting problem in a contextual framework is congruent with the theoretical adherence of social work to an ecological approach. Interpersonal and societal transactions are seen as equally vital areas of both assessment and intervention in social work practice. The family is the basic unit of social analysis in this approach. Different theories regarding the improvement of family functioning are addressed, including structural, problem-solving, communication, solution-focused, and intergenerational systems theory. Specific attention is given to the effects of alcohol and other drug use on the family.

Course Delivery

This course has been planned as a fully face-to-face course. The class will meet in its regularly scheduled room on all scheduled class days. Students with health concerns or symptoms of illness should communicate with the professor in advance regarding attendance. If Midwestern State University campus operations are required to change, course delivery or course format may change. Students will be advised of any changes.

Course Objectives

Upon completion of the course, students should be able to:

1. Demonstrate an understanding of the different family therapies and their application with regard to working with families. (Knowledge, Skills, Cognitive & Affective Processes)
2. Distinguish the theoretical basis and techniques of different family therapy approaches used in treating chemical dependency. (Knowledge, Skills, Cognitive & Affective Processes)
3. Explain why some people misuse substances while others stop or control use without negative consequences. (Knowledge, Skills, Cognitive & Affective Processes)

4. Describe the stages of change and discuss the importance of the social work principle of starting where the client is when responding to the unique needs of each client affected by substance use. (Knowledge, Values, Skills, Cognitive & Affective Processes)
5. Apply a strengths perspective for assessment and intervention. (Knowledge, Values, Skills, Cognitive & Affective Processes)

Relationships among Core Competencies, Course Objectives, Practice Behaviors, and Assignments

Crosswalk note: This chart identifies course learning opportunities and existing assignments associated with each CSWE core competency. It does not change the Social Work Program's approved competency assessment/completion plan or designate new competency measures.

<u>CSWE Core Competencies</u>	Course Objectives	Practice Behaviors	Assignments
1	All the course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All the assignments and class exercises
6	All the course objectives	Distinguish, appraise, and integrate multiple sources of knowledge	All the assignments, reading quizzes, final exam, class exercises, and class presentations

Midwestern State University Values

- People-Centered - Engage others with respect, empathy, and joy.
- Community - Cultivate a respectful campus environment consistent with applicable federal and Texas law and Texas Tech University System policy.
- Integrity - Always do the right thing.
- Visionary - Adopt innovative ideas to pioneer new paths.
- Connections - Value relationships with broader communities.

Textbook & Instructional Materials

Required: Fisher, G. L., & Harrison, T. C. (2018). **Substance abuse: Information for school counselors, social workers, therapists, and counselors** (6th ed.). Pearson.

Recommended: **American Psychological Association**. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Instructional Approach: Family Systems & Substance Use Application

This is an application-oriented social work course. In-class activities are informed by the Fisher and Harrison Instructor's Manual and are designed to move students from reading to practice. Activities may include psychosocial assessment practice, stages-of-change and motivational interviewing case work, relapse-prevention planning, family roles/rules/boundaries analysis, guided experiential study of Steps 1-4, and structured

examination of children-of-alcoholics/adult-children-of-alcoholics and codependency concepts.

Students are never required to disclose personal, traumatic, private, or family substance-use information. Fictional, composite, film-based, or instructor-provided cases may be used for activities that otherwise could invite personal disclosure.

Class Participation

Students are expected to contribute to a healthy learning environment by attending to lectures and demonstrations, listening to peers, participating in class discussions, and engaging fully in application activities. Side conversations, working on outside assignments, leaving class unnecessarily, or inappropriate use of electronics are disruptive and may lower the participation grade.

For this course, Class Participation includes case analysis, family-systems application activities, role-play, structured discussion, professional communication, preparation for class, and constructive participation with peers. Physical attendance alone does not constitute full participation.

Laptop and Cell Phone Regulation

No photographing, recording, or text messaging is allowed without permission of the instructor. Cell phones should be turned off or set to vibrate. Students should not surf the internet, listen to music, or use electronic devices for purposes unrelated to class. Inappropriate electronic-device use will adversely affect the Class Participation grade.

Tutoring Assistance

Students are encouraged to begin written assignments early and use the [Tutoring & Academic Support Programs](#) available through MSU. Writing support may be especially useful when preparing social histories, assessments, and reflective assignments.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Refer to: [Office of Student Conduct](#)

Academic dishonesty includes cheating, collusion, plagiarism, unauthorized collaboration, and submission for credit of work that is not the student's own. Additional guidelines and procedures may be found through the Office of Student Conduct.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Online/Technology and D2L Expectations

Students must have reliable access to a computer and internet connection capable of accessing D2L, viewing course materials, completing quizzes, and uploading assignments. Students should not wait until a deadline to begin or submit coursework. If a technical problem occurs, contact the instructor as soon as possible and use another available computer or internet connection when feasible. Technical difficulties do not automatically extend a deadline; documented, significant D2L or university-system outages will be addressed as appropriate.

Grading

Assignments	Weight
D2L Chapter Quizzes	20%
Class Participation & Application Activities	15%
AOD Family Case Analysis	15%
Experiential Twelve-Step Study: Steps 1-4	15%
Family Systems Film Analysis	15%
Comprehensive Final Exam	20%
Total	100%
Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Social Work Program Grade Policy: A course grade below a C or an average below 70% is considered failing. Social work students must repeat social work courses in which they receive a D or F.

D2L Chapter Quizzes

Chapter quizzes will be completed in D2L and assess assigned textbook material. Unless otherwise announced, quizzes are due Sunday by 11:59 p.m. Students should complete the assigned reading before beginning each quiz.

Class Participation & Application Activities

Application activities are completed primarily during class and are based on course readings and Instructor's Manual activities. These activities are designed to develop practice skills without adding additional major papers. They include: (1) a Models of Addiction case exercise in which students apply different models to the same fictional client and compare how each model shapes understanding and intervention; (2) a Screening, Assessment, and Referral exercise in which students identify indicators for further AOD screening, use or

interpret a brief screening instrument, identify relevant psychosocial-history information, determine the need for further assessment/referral, distinguish generalist scope of practice, and document a brief professional recommendation; (3) stages-of-change and motivational interviewing case work; (4) treatment and referral decisions; (5) a case-based Relapse Prevention Plan identifying high-risk situations, warning signs, coping responses, supports/resources, and a response to a slip; and (6) family-system mapping and structured debate or analysis of family and recovery concepts.

AOD Family Case Analysis

Students will complete a structured analysis of an instructor-provided, fictional, or approved media-based family case involving alcohol or other drug concerns. The analysis should identify presenting concerns and examine family roles, rules, boundaries, subsystems, communication patterns, homeostasis, strengths, risk and protective factors, stage of change, engagement considerations, and appropriate interventions or referrals. Use course concepts and appropriate scholarly/professional sources. Length: approximately 4-6 double-spaced pages, excluding title and reference pages. Submit through D2L.

Experiential Twelve-Step Study: Steps 1-4

Students will complete a guided experiential study of Steps 1-4 of the Twelve-Step model. The purpose is not to require students to identify as having an addiction or to practice a religion. Instead, students will experience the structure and reflective demands of early Twelve-Step work so they can better understand the model from a client-centered social work perspective. Students may apply the exercises to a fictional/composite case, a nonclinical habit or behavior they choose, or instructor-provided material. No student is required to disclose personal substance use, trauma, family history, religious beliefs, or other private information.

Step 1 – Powerlessness and Unmanageability: Examine the meaning of powerlessness and unmanageability and apply the concepts to the selected case/behavior. Consider the difference between acknowledging limits and assuming helplessness.

Step 2 – Hope and Help Beyond the Self: Explore the concept of a power greater than oneself. Students may conceptualize this in spiritual, secular, relational, community, treatment, or other personally appropriate terms. Analyze how a social worker can discuss this language without imposing beliefs.

Step 3 – Willingness and Decision: Examine willingness, control, trust, and the decision to accept help or change direction. Connect the exercise to stages of change, motivational interviewing, and client self-determination.

Step 4 – Inventory: Complete a structured, private inventory exercise modeled on the purpose of Step 4. Students will not submit the actual inventory. The graded work will address the process, concepts, and professional learning rather than the private content of the inventory.

Professional Reflection: Submit a reflection analyzing what the experience taught you about Twelve-Step recovery, possible client reactions to Steps 1-4, strengths and limitations of the approach, spiritual or secular considerations, and implications for social work engagement

and referral. Students must also compare the Twelve-Step approach with at least one non-Twelve-Step recovery or mutual-support approach discussed in Chapter 11. The reflection should connect the experience to Chapter 11 and relevant course concepts. Approximately 3-4 double-spaced pages, excluding title and reference pages; submit through D2L.

Family Systems Film Analysis

Students will analyze *When a Man Loves a Woman* through a social work, substance-use, and family-systems lens. Move beyond plot summary and use specific scenes to analyze substance-use concerns, family roles and rules, boundaries, communication, homeostasis, couple/parent-child dynamics, treatment and recovery, family adjustment, and social work assessment/intervention considerations. Length: approximately 4-5 double-spaced pages, excluding title and reference pages. APA 7 format is required.

Comprehensive Final Exam

The final exam is cumulative and may include objective and scenario-based questions requiring students to apply addiction models, assessment concepts, stages of change, motivational interviewing, treatment and recovery principles, family-systems concepts, support-group knowledge, relapse prevention, ethics, and prevention concepts.

Extra Credit

Extra credit is not guaranteed and will not be used as a substitute for completing required course work.

Late Work

Written assignments are due by 11:59 p.m. on the posted due date through the appropriate D2L drop box unless otherwise directed. Late work may be penalized one-half letter grade per 24-hour period. Work more than seven calendar days late may receive a failing grade. Students should communicate as early as possible when an emergency interferes with a deadline.

Make Up Work/Tests

Make-up work or examinations are considered for university-excused absences or verifiable emergencies consistent with university and instructor requirements. Students are responsible for contacting the instructor promptly.

Important Dates

Check all dates on the [Academic Calendar](#)

- Classes begin: August 24, 2026.
- Change of schedule and late registration: August 24-27, 2026.
- Deadline for December graduates to file for graduation: September 21, 2026.
- Last day for a W for the Fall 2026 long semester: November 23, 2026 at 4:00 p.m.
- Thanksgiving holiday for students: November 25-29, 2026.
- Last day of classes: December 4, 2026.
- Final examinations: December 5-10, 2026.

Desire-to-Learn (D2L)

Login: [D2L](#)

Extensive use of D2L is a part of this course. D2L is a primary source of communication regarding announcements, readings/materials, quizzes, assignment instructions,

submissions, grades, and course updates. Students are responsible for checking D2L and university email regularly.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that *for each “uninformed class absence” a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade.* Students are allowed **three excused absences** during the semester. Students should notify the instructor directly, preferably before class, when an absence is necessary. Beginning with the **fourth absence**, 5 points will be deducted from the student's final course (average) grade. Tardiness, leaving class early, or leaving and returning repeatedly may also affect the participation grade. **Six total absences**, including the three excused absences, may result in the student being dropped one letter grade for the course. University-authorized absences will be handled in accordance with University policy.

For an absence to be excused the *student must inform the instructor of the reason for the absence* and provide documentation supporting the need for the class absence.

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Recording Classes

Recording classes is generally prohibited without the professor's explicit permission. When permitted, recordings are for personal educational use only and may not be uploaded, shared, transmitted, or published without prior consent. Approved disability accommodations will be honored through Disability Support Services.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has

another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**.

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

****Recording classes is generally prohibited without the professor's explicit permission.***

Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

Accountability: Attend class, arrive on time, and return from break in a timely manner.

Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom.

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignments.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback. Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

Humility: Strive to remain open to people, ideas, values, beliefs, and backgrounds that may differ from your own. Communicate professionally and respectfully, avoid unlawful discrimination or harassment, and comply with applicable federal and Texas law and Texas Tech University System policies. Demonstrate an understanding of how values, culture, and community context may affect professional social work practice.

Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

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

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

Students who drop or withdraw from courses should consult current Midwestern State University policies and the Business Office regarding tuition/fee refunds, financial aid repayment, and applicable deadlines.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Pregnant and Parenting Students

Resource: [Pregnant and Parenting Students](#)

To support the academic success of pregnant and parenting students and students with pregnancy-related conditions, the University offers reasonable modifications based on individual needs. Students may contact MSU's designated Pregnancy and Parenting Liaison to discuss available support.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@msutexas.edu.

College Policies

Campus Carry Rules/Policies

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

Active Shooter

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

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

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 [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Week / Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 1 Aug. 24-30	Tues. Aug. 25: Course introduction; syllabus; family-systems lens; Ch. 1 - Role of the Mental Health Professional in Prevention and Treatment. Thurs. Aug. 27: Professional attitudes, helper self-awareness, and application to family/substance-use practice.	No quiz
Week 2 Aug. 31-Sept. 6	Tues. Sept. 1: Ch. 2 - Classification of Drugs. Thurs. Sept. 3: Ch. 3 - Models of Addiction; Models of Addiction case activity using the same fictional client to compare how different models shape understanding, engagement, and intervention.	Quiz: Ch. 2-3 - Sept. 6
Week 3 Sept. 7-13	Tues. Sept. 8: Ch. 4 - Culturally and Ethnically Diverse Groups, assigned sections only. Thurs. Sept. 10: Case application - cultural/ethnic context, acculturation, risk/protective factors, and responsive practice within approved course scope.	Quiz: Ch. 4 - Sept. 13
Week 4 Sept. 14-20	Tues. Sept. 15: Ch. 5 - Confidentiality and Ethical Issues. Thurs. Sept. 17: Small-group confidentiality and ethics cases; documentation and scope-of-practice application.	Quiz: Ch. 5 - Sept. 20
Week 5 Sept. 21-27	Tues. Sept. 22: Ch. 6 - Screening, Assessment, and Diagnosis. Thurs. Sept. 24: Screening, Assessment, and Referral practice exercise: brief screening, psychosocial-history information, scope of practice, referral decision, and brief professional documentation.	Quiz: Ch. 6 - Sept. 27

Week / Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 6 Sept. 28-Oct. 4	Tues. Sept. 29: Ch. 7 - Motivational Interviewing and Brief Interventions. Thurs. Oct. 1: Stages-of-change case analysis; MI strategy selection and practice.	Quiz: Ch. 7 - Oct. 4
Week 7 Oct. 5-11	Tues. Oct. 6: Ch. 8 - Treatment of AOD Problems. Thurs. Oct. 8: Treatment approaches, referral decisions, treatment effectiveness, and recovery-oriented care.	Quiz: Ch. 8 - Oct. 11
Week 8 Oct. 12-18	Tues. Oct. 13: Ch. 9 - Co-Occurring Disorders and Other Special Populations. Thurs. Oct. 15: Integrated-treatment case analysis and coordinated-care considerations.	Quiz: Ch. 9 - Oct. 18
Week 9 Oct. 19-25	Tues. Oct. 20: Ch. 10 - Relapse Prevention and Recovery. Thurs. Oct. 22: Case-based Relapse Prevention Plan: high-risk situations, warning signs, coping responses, supports/resources, slip vs. relapse, and response planning.	Quiz: Ch. 10 - Oct. 25 AOD Family Case Analysis - Oct. 25
Week 10 Oct. 26-Nov. 1	Tues. Oct. 27: Ch. 11 - Twelve-Step and Other Types of Support Groups; Twelve-Step philosophy, mutual support, and comparison with non-Twelve-Step recovery/support approaches. Thurs. Oct. 29: Experiential Step Study - Steps 1 and 2: powerlessness/unmanageability, hope, help beyond the self, and implications for client-centered practice.	Quiz: Ch. 11 - Nov. 1
Week 11 Nov. 2-8	Tues. Nov. 3: Experiential Step Study - Steps 3 and 4: willingness/decision and guided private inventory; professional	Quiz: Ch. 12 - Nov. 8 Experiential Twelve-Step Study Reflection - Nov. 8

Week / Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
	debrief. Students do not submit or disclose the contents of their private inventory. Thurs. Nov. 5: Ch. 12 - Children and Families; homeostasis, roles, rules, themes, boundaries, subsystems, and family-case mapping.	
Week 12 Nov. 9-15	Tues. Nov. 10: Ch. 13 - Adult Children and Codependency. Thurs. Nov. 12: COA/ACOA concepts, labeling analysis, and structured codependency debate/application.	Quiz: Ch. 13 - Nov. 15
Week 13 Nov. 16-22	Tues. Nov. 17: Ch. 14 - HIV/AIDS. Thurs. Nov. 19: Psychosocial concerns, stigma, ethics, and referral/resource considerations.	Quiz: Ch. 14 - Nov. 22
Week 14 Nov. 23-29	Tues. Nov. 24: Ch. 15 - Gambling and Other Behavioral Addictions; compare substance and behavioral addiction concepts. Thurs. Nov. 26: Thanksgiving Holiday - No Class.	Quiz: Ch. 15 - Nov. 29
Week 15 Nov. 30-Dec. 6	Tues. Dec. 1: Ch. 16 - Prevention; family and community prevention planning. Thurs. Dec. 3: Course integration, film-analysis debrief, and final review. Last scheduled class meeting.	Quiz: Ch. 16 - Dec. 6 Family Systems Film Analysis - Dec. 6
Finals Dec. 5-10	Comprehensive final examination during the University final-examination period. Exact exam meeting time will follow the official Fall 2026 final examination schedule.	Comprehensive Final Exam Tuesday, December 8, 2026, 3:30-5:30 p.m., Centennial Hall 334