



COUN 4233 Substance Abuse and Diversity

Midwestern State University
Gordon T. & Ellen West College of Education
Semester Credits: 3

Instructor/Contact Information:

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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:

Please log on frequently to D2L to check your email as I will communicate and give updates via email. When I send out a group email, please respond to confirm receipt to prevent a lag in communication. I will check my email regularly during the week, and you can expect a response from me within the next 24 hours (but most likely sooner). Please email me with questions before assignments are due; do not wait until the last minute. If you need to discuss any assignments, we can schedule a meeting during my office hours via Zoom or phone.

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.

OPTIONAL ZOOM SESSION:

This course does not require a mandatory Zoom class however, I will have voluntary sessions. I will hold a 30-minute Zoom at 5:30 pm on Feb. 28th, March 4th, and April 8th. I will wait on the call for 15 minutes, and if no one shows up, I will end the call. If these times are not convenient or additional times are necessary, I will be available by appointment. These sessions allow students to ask questions and gain clarity with the course content or assignments. Email Patrice.dunn@msutexas.edu to schedule a Zoom.

COURSE DESCRIPTION

Examines current social, political, economic, and cultural context of addiction.

COURSE RATIONALE:

In this course, students will gain knowledge and understanding of current social, political, economic, and cultural contexts of addiction. Students will also explore how to advocate for individuals who struggle with addiction.

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.

Lee, T. (2023). *Embracing Diversity: Treatment and care in addiction counseling* (2nd ed.). Cognella Academic Publishing.

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

- Appreciate the complexity inherent in understanding addiction.
- Be willing to form personal concepts through critical thinking.
- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
- Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others.
- Recognize the potential for substance use disorders to mimic a variety of medical and mental health conditions and the potential for medical and mental health conditions to coexist with addiction and substance abuse.

- Know varying courses of addiction.
- Be sensitive to multiple influences in the developmental course of addiction.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.
- Willingness to refer for treating conditions outside one's expertise.

Treatment Knowledge

- Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
- Acceptance of the validity of a variety of approaches and models.
- Appreciation for the significance and complementary nature of various systems in facilitating treatment and recovery.
- Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- The role of family, social networks, and community systems as assets or obstacles in treatment and recovery processes.
- Methods for incorporating family and social dynamics in treatment and recovery processes.
- Commitment to professionalism.

Application to Practice

- Established diagnostic criteria, including but not limited to current Diagnostic and Statistical Manual of Mental Disorders (DSM) standards and current International Classification of Diseases (ICD) standards.
- Openness to a variety of treatment services based on client need.
- Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Various cultural norms, values, beliefs, and behaviors.
- Cultural differences in verbal and nonverbal communication.
- Resources to develop individualized treatment plans.
- Appreciation that different approaches work for different people.
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.
- Willingness to consult when necessary.
- Methods for measuring the multiple variables of treatment outcome.

Professional Readiness

- Information and resources regarding racial and ethnic cultures, lifestyles, gender, and age as well as relevant needs of people with disabilities.
- Willingness to explore and identify one's own cultural values.
- The unique influence the client's culture, lifestyle, gender, and other relevant factors may have on behavior.
- Acceptance of other cultural values as valid for other individuals.
- The relationship between substance use and diverse cultures, values, and lifestyles.

- Assessment and intervention methods that are appropriate to culture and gender.
- Acceptance of other cultural values as valid for other individuals.
- The Americans with disabilities act and other legislation related to human, civil, and clients' rights.
- Willingness to conduct oneself in accordance with the highest ethical standards.
- Willingness to comply with regulatory and professional expectations.

Clinical Evaluation

- How to gather and use information from collateral sources.
- Recognition of personal biases, values, and beliefs and their effect on communication and the treatment process.
- Available sources of assistance.
- How age, developmental level, culture, and gender affect patterns and history of use.
- How to apply confidentiality rules and regulations.
- Respect for the client's perception of his or her experiences.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.

Treatment Planning

- The role assessment plays in identifying client problems, resources, and barriers to treatment.
- Interpreting assessment information considering the client's age, developmental level, treatment readiness, gender, and racial and ethnic culture.
- Communicating with the client in a manner that is sensitive to the client's age, developmental level, gender, and racial and ethnic culture.
- Willingness to make referrals to address the client's needs.
- The importance of the client's age, developmental and educational level, gender, and racial and ethnic culture in coordinating resources.

Client, Family, and Community Education

- Provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and the recovery process.
- Appreciation of the historical, social, cultural, and other influences that shape the perceptions of psychoactive substance use.
- Sensitize others to issues of cultural identity, ethnic background, age, and gender in prevention, treatment, and recovery.

Learning Objectives

1. Students will be able to understand concepts of documentation, ethics, and law within substance abuse.
2. Students will be able to discuss different types of documentation within substance abuse counseling.
3. Students will be able to discuss the ethics substance abuse counselors must abide by.

4. Students will be able to discuss the laws and codes regarding substance abuse counseling.
5. Students will understand an ethical decision-making model, and be able to walk through an ethical dilemma using an ethical decision-making model.

COURSE EXPECTATIONS:

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule 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 prohibit 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.

Inclusivity:

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

Confidentiality:

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

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 ensure 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 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 made up of 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 (one paragraph). 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. Discussion posts are seen as your weekly attendance in class. Failing to post, reply, or do both each week results in a 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.

Late Work:

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know as soon as possible 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 number of points, and

skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly.

*Here are some **FREE** task management, anxiety and stress management, and writing resources you can consider using during this course and any other course!*

Resources for Task Management:

- Jam board sticky notes on Google Jam Board: [Link to Jamboard on Google](#)
- Letting yourself bounce around when writing
 - Don't be confined to staying in the same paragraph or section; sometimes out brain gets stuck doing this! Try writing in another section if you're stuck and go back later to make sure everything flows!
- Read *Sunday Meeting* by Kerry Ann Rockquomore: [Link to Sunday Meeting Article](#)
 - **STEP #1:** Create Your Skeleton (5 minutes)
 - **STEP #2:** Brain Dump (10 minutes)
 - **STEP #3:** Introduce Your Tasks To Your Calendar
 - **STEP #4:** Decide What to Do With Everything That Doesn't Fit
 - **STEP #5:** Commit to Executing the Plan
- ToDoist Productivity Methods
 - Take the ToDoist quiz and see which productivity method is right for you!
 - [Link to Productivity Type Quiz](#)
 - Examples: Eat the Frog, The Pomodoro Technique, Getting Things Done, Kanban

Resources for Anxiety and Stress Management:

- Grounding when overwhelmed: [30 Grounding Techniques to Quiet Distressing Thoughts](#)
- Listening to music that lends to productivity
 - [Bilateral Stimulation Music](#) (listened to with headphones)
 - [Classical Study Music](#)
- Stress Management
 - [Manage Stress and Regain Control with 20 Tips to Better Living](#)
 - [Stress Management: How to Reduce and Relieve Stress](#)
 - [Ways to Manage Stress | Web MD](#)
- If at any point in this class the material triggers suicidal feelings or feelings to harm others, here are some resources you can use:
 - **988 Suicide & Crisis Line** at 988 connects you with 24-hour crisis support by calling, texting, or chatting on the website. You can also text 741-741.
 - **Boys Town** at 1-800-448-3000 Crisis, resource, and referral line that assists both teens and parents.
 - **Child-Help USA** at 1-800-422-4453 (1-800-4-A-Child) Assists both child and adult survivors of abuse, including sexual abuse. The hotline, staffed by mental health professionals, also provides treatment referrals.

- **Covenant House Nineline** at 1-800-999-9999 Crisis counselors are available to talk to homeless individuals and at-risk kids; also offer an on-line forum.
- **GriefShare** at 1-800-395-5755 for individuals struggling with grief.
- **National Domestic Violence Hotline** at (800) 799-7233 for individuals experiencing domestic violence.
- **SAMHSA's Treatment Locator** at 1-800-662-4357 provides you with information about local mental health services.
- **The Trevor Project Hotline** at 1-866-4-U-TREVOR for LGBTQIA+ individuals feeling suicidal.
- **Veterans Crisis Line** At 988, then PRESS 1, or Text 838-255 for veterans in distress.

Resources for Writing:

- Pomodoro Technique
 - [What is the Pomodoro Technique?](#)
 - The Pomodoro Technique is a time management method based on 25-minute stretches of focused work broken by five-minute breaks. Longer breaks, typically 15 to 30 minutes, are taken after four consecutive work intervals. Each work interval is called a pomodoro, the Italian word for tomato (plural: *pomodori*).
 - Tomato Timer: Link to [Tomato Timer](#)
- **Read about and learn APA 7 formatting** if you plan to take any other substance abuse/counseling/psychology courses or plan to pursue a counseling- or psychology-related degree, as APA 7 is the formatting utilized for academic writing. Not only will it help you to get better grades on papers that you submit, but it will help you to better navigate research articles that use APA 7 formatting (which can help with finding references for papers you write).
 - There are free resources uploaded on D2L that you can use to increase your knowledge!
 - Go to **Content > Examples of APA Format**
- Reading different articles or other types of writings on your topic
- [Reverse Outlines: A Writer's Technique for Examining Organization](#)
- Rule of Three: Down, Up, Dental (Book *Bird by Bird* by Anne Lamont)
 - **Down:** put something down
 - **Up:** next part is an updraft that you fix up
 - **Dental:** it's what you really want to say, "picking and polishing every tooth"
- Slow Motion Multi-Tasking (Tim Hartford)
 - [Slow-Motion Multitasking Nurtures Creativity](#)
- SMART goals: [SMART Goals - How to Make Your Goals Achievable](#)
- Use the writing center resources at Midwestern State University
- **Utilize the free tutoring and writing services offered at MSU** to enhance your writing.
 - Even as a current PhD student, I utilize the writing center at Texas Tech University to enhance my writing. Sometimes a second set of eyes helps us to catch things we would not have noticed reading our paper ourselves!

- <https://msutexas.edu/academics/tasp/>
- <https://msutexas.edu/academics/tasp/on-campus.php>
- Use free writing resources that are offered on MSU's website that can help enhance the quality of papers that you write!
 - <https://msutexas.edu/academics/graduate-school/writing-resources.php>
- Working in a group of other writers to brainstorm
- Writing Rocks Method
 - [Rocks, Pebbles, Sand: How to implement in practice](#)

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Tuesday, January 21, 2025 – Sunday, January 26, 2025</p> <p>1/20/25-MLK Day</p>	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • TAP 21 addiction competencies. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read the TAP 21 Addiction Competencies (Substance Abuse and Mental Health Services Administration, 2017)
<p>2. Week of Monday, January 27, 2025 – Sunday, February 2, 2025</p> <p>2/2/25- Groundhog Day</p>	<ul style="list-style-type: none"> • NAADAC/NCC AP Code of Ethics for Addiction Professionals. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read NAADAC/NCC AP Code of Ethics for Addiction Professionals (National Association for Alcoholism and Drug Abuse Counselors, 2021)
<p>3. Week of Monday, February 3, 2025 – Sunday, February 9, 2025</p>	<ul style="list-style-type: none"> • Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read Ch. 1-2 (Lee, 2023)
<p>4. Week of Monday, February 10, 2025 – Sunday, February 16, 2025</p> <p>2/14/25 Valentine's Day</p>	<ul style="list-style-type: none"> • Embracing Diversity: Treatment and Care in Addictions Counseling • Ethics and Competencies Paper due by 11:59 pm CST February 16, 2025 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment on a Peer's Post • Read Ch. 3-4 (Lee, 2023) • Ethics and Competencies Paper due by 11:59 pm CST on 2/16/25

Class Dates	Class Topics	Assignments/Reading
<p>5. Week of Monday, February 17, 2025 – Sunday, February 23, 2025 2/17/25 President’s Day</p>	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post Read Ch. 5-6 (Lee, 2023)
<p>6. Week of Monday, February 24, 2025 – Sunday, March 2, 2025</p>	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post Read Ch. 7-8 (Lee, 2023)
<p>7. Week of Monday, March 3, 2025 – Sunday, March 9, 2025 3/9/25-Daylight Savings</p>	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling Exam #1 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post Read Ch. 9-10 (Lee, 2023) Complete Exam #1
<p>8. Week of Monday, March 10, 2025 – Sunday, March 16, 2025 Spring Break!</p>	<p>Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers</p>	<p>Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers</p>
<p>9. Week of Monday, March 17, 2025 – Sunday, March 23, 2025 3/17/25-St. Patrick’s Day</p>	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer’s Post Read Ch. 11-12 (Lee, 2023)

Class Dates	Class Topics	Assignments/Reading
10. Week of Monday, March 24, 2025 – Sunday, March 30, 2025	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read Ch. 13-14 (Lee, 2023)
11. Week of Monday, March 31, 2025 – Sunday, April 6, 2025 4/1/25- April Fool's Day	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read Ch. 15-16 (Lee, 2023)
12. Week of Monday, April 7, 2025 – Sunday, April 13, 2025	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read Ch. 17-18 (Lee, 2023)
13. Week of Monday, April 14, 2025 – Sunday, April 20, 2025 4/17-4/20-EASTER BREAK	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading, and work on your future paper.</i></p>	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i></p>
14. Week of Monday, April 21, 2025 – Sunday, April 27, 2025	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling Diversity Case Study Paper due by 11:59 pm CST April 27th, 2025 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Read Conclusion and Appendices A and B (Lee, 2023) Diversity Case Study Paper due by 11:59 pm CST on 4/27/25

Class Dates	Class Topics	Assignments/Reading
15. Week of Monday, April 28, 2025 – Sunday, May 4, 2025	<ul style="list-style-type: none"> Embracing Diversity: Treatment and Care in Addictions Counseling Review Readings for Exam #2 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment on a Peer's Post Exam #2 open, due 5/9/25
16. Week of Monday, May 5, 2025 – Friday May 9, 2025	<ul style="list-style-type: none"> Exam #2: Covering Chapters 11-18 + Conclusion + Appendices A & B 	<ul style="list-style-type: none"> Complete Exam #2 due 5/9/25

EVALUATION AND ASSIGNMENTS

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

Discussion Board, and University Supervision: (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. You will be required to post at least two academic paragraphs made up of 5 sentences each in each week's discussion board post. You are also required to reply to at least one other student's discussion board post (one paragraph). 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. Each original post should include a total of three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences. ***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week unless directed other wise.** Follow directions to get full points each week. Late work will not be accepted.

Expectations for Writing Assignments

The expectation is for you to produce writing that reflects a high standard of academic rigor and professionalism. All assignments should adhere to APA 7 format, which includes proper in-text citations and a comprehensive reference page. Your papers should begin with an engaging introduction that provides context for the topic and outlines the purpose of your work. Concluding paragraphs should thoughtfully summarize your discussion and reinforce the key points presented in your paper.

To ensure clarity and organization, please use the templates provided on the content page as a guide. This outline is designed to help you structure your paper effectively while ensuring all required components are included. Exercise creative freedom in presenting your ideas but remember that each paragraph should contain at least five sentences to demonstrate depth and critical analysis.

You are encouraged to enrich your writing with empirical studies from reputable sources beyond the textbook. This approach strengthens your arguments and demonstrates your ability to integrate diverse perspectives into your work. Your writing should reflect an advanced level of scholarly engagement, showcasing your understanding of the subject matter and ability to articulate insights precisely and clearly.

Exam #1 (20 pts)

Students will complete their first exam on **Chapters 1-10 of the Lee (2023)** text 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 (**See Appendix B**).

Exam #2 (20 pts)

Students will complete their second exam on **Chapters 11-18 + Conclusion + Appendices A and B of the Lee (2023)** text 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 (**See Appendix C**).

Ethics and Competencies Paper (24 pts.)

Students will create and discuss a fictional substance abuse ethical dilemma related to diversity that they could encounter as a substance abuse counselor, involving both ethics and law to be followed within the substance abuse field. What classifies something as an ethical dilemma is a situation in which ethical codes that are recommended to be followed are made unclear, “blurred”, or are challenged by an encounter had with a client. Two examples of this include: (1) a client expressing inappropriate feelings towards a counselor or (2) a client asking a counselor to meet outside of the counseling setting for some inappropriate reason. Diversity issues are related to race, sex, sexuality, gender, power, privilege, oppression, and other forms of discrimination. Within their paper, students will discuss the following:

- A fictional ethical dilemma of their choosing related to diversity that could happen with a client in counseling
- The significance of the addiction competencies
- Application of the addiction competencies to the chosen ethical dilemma
- The importance of the codes of ethics that substance abuse counselors use and the nine principles of the code of ethics
- Application of ethical codes and nine principles to the chosen ethical dilemma

- A personal reflection and summary related to the fictional substance abuse dilemma assignment

Please use the template located with D2L for this assignment. Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate-level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft Word, and the Grammarly app (**See Appendix D for Rubric**).

Diverse Case Study Paper (21 pts.)

Students will create a fictional diverse client (cannot be a real person) struggling with substance abuse or one or more substances. Within their paper, students will discuss the following:

- Description of a fictional diverse client struggling with substance abuse
- Identification of the diverse client's drug(s) of abuse
- The applicable addiction competencies for the fictional diverse client
- Applicable codes of ethics for the fictional diverse client
- A treatment plan for the fictional diverse client
- A personal reflection and summary of the assignment

Please use the template located with D2L for this assignment. Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), 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 E for Rubric**).

Points Breakdown

Assignment	Points
Online Discussion Posts and Comments D2L	15
Exam #1: D2L	20
Exam #2: D2L	20
Ethics and Competencies Paper D2L Dropbox	24
Diverse Case Study Paper D2L Dropbox	21
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 on teaching, augmented by the opportunity for students to

engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Counseling Program Objectives:

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

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

References + Additional Useful 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](#).
- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*.
American Counseling Association. [Article](#).
- Lee, T. (2023). *Embracing diversity: Treatment and care in addiction counseling* (2nd ed.). Cognella Academic Publishing.
- Ling, T. J., & Hauck, J. M. (2017). The ETHICS model: Comprehensive, ethical decision making. *Vistas online: American Counseling Association*. [Article](#).
- Mahaffey, B. A., & Wilson, S. (2015). Utilizing a case study and an ethical decision-making model for supervision and counselor education. *Vistas Online: American Counseling Association*. [Article](#).
- 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](#).
- Substance Abuse and Mental Health Services Administration. (2017). *TAP 21 addiction competencies*. [Article](#).

Texas Administrative Code. (2021). *Texas administrative code rules for Licensed Chemical Dependency Counselors*. [Article](#).

Texas Department of State Health Services. (2011). *Licensed Chemical Dependency Counselor program*. [Article](#).

Appendix A

RUBRIC FOR DISCUSSION POSTS

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. You will be required to post at least three academic paragraphs made up of 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 copy 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, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted.

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.

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

Week	Points Earned	Comments
1 (1pt)		
2 (1pt)		
3 (1pt)		
4 (1pt)		
5 (1pt)		
6 (1pt)		
7 (1pt)		
8 (1pt)		
10 (1pt)		
11 (1pt)		
12 (1pt)		
13	Nothing due the week of Thanksgiving! Enjoy the break!	
14 (1pt)		
15 (1pt)		
16 (1pt)		

Week	Points Earned	Comments
Total Points Earned	Total Points Out of 15	

Appendix B

EXAM #1 INFORMATION

Exam #1 (20 pts)

Students will complete their first exam on **Chapters 1-10 of the Lee (2023)** text 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.

Chapter 1. Diversity Concepts and a Discussion of Racism By Tiffany Lee

Chapter 2. Privilege and White Identity By Tiffany Lee

Chapter 3. Cultural Humility and Broaching By Tiffany Lee

Chapter 4. Microaggressions and Antibias Strategies By Tiffany Lee

Chapter 5. Black/African Americans By Bianca T. L. Fetherson

Chapter 6. Arab Americans By W. Bryce Hagedorn, Sejal M. Barden, and Dania Fakhro

Chapter 7. Asian Americans and Pacific Islanders By Giao Tran and Tiffany Lee

Chapter 8. Latino Americans By Tiffany Lee, Dominique Giroux, and Tara Casady

Chapter 9. Native Americans By Dee Sherwood and Karen VanDeusen

Chapter 10. Women By Tiffany Lee and Heather Greko

Appendix C

EXAM #2 INFORMATION

Exam #2 (20 pts)

Students will complete their second exam on **Chapters 8-18, the Conclusion, and Appendices A and B of the Lee (2023)** text 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.

Chapter 11. Persons Identifying as LGBTQ By Cher N. Edwards, Jordan P. Shannon, and Christy Bauman

Chapter 12. Adolescents and Young Adults By Tiffany Lee

Chapter 13. Older Adults By Christine Chasek

Chapter 14. Persons With Co-Occurring Disorders By Tiffany Lee and Lauren Borges

Chapter 15. Persons Within the Criminal Justice System By Tiffany Lee

Chapter 16. Persons With Disabilities By Tiffany Lee

Chapter 17. Persons Who Are Economically Disadvantaged By Ashley J. Blount and Olivia Uwamahoro Williams

Chapter 18. Persons Within the Military By Seth C. W. Hayden, Joan McDowell, and Jessica Rodriguez

Conclusion

Appendix A: Asking the Right Questions

Appendix B: The Six Stages of Identity Development

Appendix D

ETHICS AND COMPETENCIES PAPER INFORMATION AND RUBRIC

Ethics and Competencies Paper (24 pts.)

Students will discuss a substance abuse ethical dilemma involving both ethics and law within the substance abuse field. Within their paper, students will discuss the addiction competencies, the significance of addiction competencies, codes of ethics, significance of ethical codes, and a personal reflection and summary of the assignment. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), 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.

Ethics and Competencies Paper Rubric (Possible 24 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Introduction to the Assignment + References Page	Student does not provide an introduction to the assignment or a references page.	Student writes an introduction to the assignment, however it is vague and/or does not meet the one academic paragraph minimum. The references page is provided but contains many errors. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section, and a references page. These sections have a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section and a well-done references page. This section has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Eight Components of the Addiction Competencies	Student does not identify any of the components of the addiction competencies within this section.	Student identifies the components of the addiction competencies, however it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies the components of the addiction competencies and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies the components of the addiction competencies and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Significance of the Addiction Competencies	Student does not identify the significance of the competencies within this section.	Student identifies the significance of the competencies; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies significance of the competencies and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies significance of the competencies and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Nine Principles of the Code of Ethics for Addiction Professionals	Student does not identify the principles of the code of ethics within this section.	Student identifies the the principles of the code of ethics; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies the principles of the code of ethics and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies the principles of the code of ethics and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Significance of the Code of Ethics for Addiction Professionals	Student does not identify the significance of the codes within this section.	Student identifies the significance of the codes; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies significance of the codes and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies significance of the codes and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Reflection	Student does not provide a personal reflection and summary section.	Student provides a personal reflection and summary; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student provides a personal reflection and summary section and meets the two-paragraph minimum. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a personal reflection and summary, and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.	
Total points out of 24					

Appendix E

DIVERSITY CASE STUDY PAPER INFORMATION AND RUBRIC

Diverse Case Study Paper (21 pts.)

Students will create a fictional diverse client (cannot be a real person) struggling with substance abuse or one or more substances. Within their paper, students will discuss the following:

- Description of a fictional diverse client struggling with substance abuse
- Identification of the diverse client's drug(s) of abuse
- The applicable addiction competencies for the fictional diverse client
- Applicable codes of ethics for the fictional diverse client
- A treatment plan for the fictional diverse client
- A personal reflection and summary of the assignment

Please use the template located with D2L for this assignment. Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate-level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft Word, and the Grammarly app.

Case Study Paper Rubric (Possible 21 pts.)

Criteria	0 Improvement Needed	1 Developing	2 Proficient	3 Accomplished	Pts
Introduction to the Assignment + References Page	Student does not provide an introduction to the assignment or a references page.	Student writes an introduction to the assignment; however it is vague and/or does not meet the one academic paragraph minimum. The references page is provided but contains many errors. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section, and a references page. These sections have a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section and a well-done references page. This section has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	0 Improvement Needed	1 Developing	2 Proficient	3 Accomplished	Pts
Fictional Diverse Substance Abuse Client	Student does not identify an ethical dilemma within this section.	Student identifies an ethical dilemma; however it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies the ethical dilemma and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies the ethical dilemma and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
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.	

Criteria	0 Improvement Needed	1 Developing	2 Proficient	3 Accomplished	Pts
Addiction Competencies	Student does not any competencies within this section.	Student identifies competencies; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies competencies and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies competencies and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Codes of Ethics	Student does not any codes of ethics within this section.	Student identifies codes of ethics; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student appropriately identifies codes of ethics and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies codes of ethics and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	0 Improvement Needed	1 Developing	2 Proficient	3 Accomplished	Pts
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 and Summary	Student does not provide a personal reflection and summary section.	Student provides a personal reflection and summary; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student provides a personal reflection and summary section and meets the two-paragraph minimum. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a personal reflection and summary, and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.	
Total points out of 21					

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