UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5326.560 Addictions Counseling (3 credits)

Course Time: Wednesday 2:00-4:45 pm
Location: ZOOM

Instructor: Jessica M. Holm, Ph.D., LPC
Office Location: HPR 224
Office Hours: Wednesday 11:00-2:00 (by appointment)
Email: jholm@uttyler.edu (preferred method of contact)

COURSE CATALOG DESCRIPTION

This course will examine substance abuse and addiction disorders (e.g., gambling, sex, gaming, eating, tobacco) in multiple client populations, and their treatment. Students will learn how to conduct assessment for and diagnosis of substance abuse and addiction disorders, including co-occurring disorders; the effects of substances and addictions on the client and others; etiology; and best practices in counseling and treatment.

COURSE PREREQUISITES

COUN 5312; COUN 5328; and COUN 5391

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Theories and etiology of addictions and addictive behaviors	2.F.3.d.	Lectures, Case Study
Evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Lectures, Experiential Activities, Case Study
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	5.C.1.d.	Lectures, Experiential Activities, Case Study
Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	5.C.2.e.	Lecture
Strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c.	Lecture

REQUIRED TEXTS – Both texts should be available through the library
Miller, W. R., Forcehimes, A. A. & Zweben, A. (2019). *Treating addiction: A guide for professionals* (2nd ed.). New York, NY: The Guildford Press. ISBN: 9781462540440

Shantz-Hilkes, C. (Ed.). (2013). *Hooked: When addiction hits home*. Toronto: Annick Press.

Required Supplemental Readings Available on Canvas

Hagedorn, W. B., & Juhnke, G. A. (2005). Treating the sexually addicted client: Establishing a need for increased counselor awareness. *Journal of Addiction & Offender Counseling, 25,* 66-86.

Leshner, A. I. (2001). Addiction is a brain disease. *Issues in Science & Technology, 17,* 75-81.

Marlatt, G. A., & George, W. H. (1984). Relapse prevention: Introduction and overview of the model. *British Journal of Addiction, 79,* 261-273.

Miller, W. R., & Rollnick, S. (2009). Ten things motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37,* 129-140. doi: 10.1017/S1352465809005128

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist, 47*, 1102-1114.

Smock, S. A., Froerer, A. S., Blakeslee, S. E. (2011). Systemic interventions in substance-abuse treatment: Past, present, and future. *Journal of Family Psychotherapy, 22*, 177-192. doi: 10.1080/08975353.2011.602613

Tatarsky, A., & Marlatt, G. A. (2010). State of the art in harm reduction pyschotherapy: An emerging treatment for substance misuse. *Journal of Clinical Psychology: In Session, 66*, 117-122.doi: 10.1002/jclp.20672

TEACHING STRATEGIES

The course will be hybrid in nature, meaning that it will meet partially face-to-face (zoom) as well as online (canvas). The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. Students will interact with course material through role-plays, an abstinence project, visiting support groups, and a cumulative case study paper, and in-class assignments. The professor reserves the right to change the course and/or syllabus as deemed appropriate.

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

COURSE POLICIES

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional

counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE POLICY

Due to the experiential nature of this course, attendance is essential. If necessary, students may miss one class with a valid excuse and without any penalty to their grade (students are encouraged to save this absence for illness or emergencies that may arise). This absence may be during the live-class or to be used as an extension for the online module with permission from the instructor. Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. A second absence will result in a deduction of 100 points from the total grade. In the event that a student misses three classes, they will receive a failing grade. Students who are not physically present and engaged for the entirety of the class will be considered absent from that class meeting. During zoom meetings, students are expected to be fully present, with both video and audio available. Students should attend zoom meetings in a private location and not while driving or engaging in other activities. Failure to do so will count as an absence. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion. Please note: it is the student's responsibility to drop this course, if necessary.

PARTICIPATION

The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation on a weekly basis.

READINGS AND ASSIGNMENTS

It is the students' responsibility to complete all required readings prior to coming to class. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due at the beginning of class on the date specified on the syllabus. No late assignments will be accepted. Extensions may be granted at the discretion of the instructor if requested by the student prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date.

ELECTRONIC DEVICES

The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade. Recording of class content and conversations is not permitted.

CONFIDENTIALITY LIMITATIONS

An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

PROFESSIONAL DISPOSITIONS ASSESSMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). The systematic assessment of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3

12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PATRIOT EMAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E- mail.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

ARTIFICAL INTELLIGENCE (AI) USE POLICY

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other AI tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

I will use the University's Turnitin platform, embedded in Canvas, to screen **ALL** assignments for AI. Any AI detection over 30% will result in a full rewrite for credit. For me to consider the rewrite for credit, it must result in an AI detection of 30% or less. Furthermore, if AI above 30% is detected for more than one assignment or more than once on the same assignment, I will follow the University's policies for reporting academic dishonesty. Please note that AI use is strictly forbidden in this course. Therefore, citing AI use will **NOT** protect AI use.

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

COURSE ASSIGNMENTS

*The professor reserves the right to make changes as deemed necessary to ensure student learning.

COURSE ENGAGEMENT (250 POINTS)

Due to the hybrid format of this course, students will engage in a variety of online and face-to-face activities to assess comprehension and engagement. Points will be a combination of in-class participation (via zoom) and online module completion. These points will be earned throughout the duration of the course. **During the online weeks, you will have Chapter Quizzes and Experiential Learning Activities** to ensure you are engaging with the material.

ABSTINENCE PROJECT (250 POINTS)

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for the semester **(see dates at the end of this syllabus)**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students will be put into support groups that will meet weekly. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. In each weekly check-in, students are to address the abstinence project prompt provided on the course schedule. It is also expected that you describe your experience with the abstinence project in general (thus you are not limited to only addressing the prompt).

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) check in weekly with "support group" (c) write a **summary paper** which will serve as the conclusion to the exercise. This assignment will have the following components:

> **"Letter to my Substance/Behavior" -** Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins (the content for this letter can be found in Appendix C) (worth **100 points**).
>
> **Support Group**– Weekly, students will check in with their support group. Students will reflect and respond to the reflection questions provided and provide support to their peers to encourage accountability. Students will describe their feelings and reactions, especially focusing on times you "lapse" or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you "slipped" (birthdays, holidays, and weekends seem especially difficult).
>
> **Reflection paper** – This is to be a *minimum* three-page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience Additionally, please reflect on your support group experience (worth **150 points**).

HOOKED BOOK REFLECTION (100 POINTS)

Students will read *Hooked: When Addiction Hits Home* and complete a reflection journal (see Appendix A for formatting). This should be at least 4 pages in length (single spaced within the format) and reflect on your personal and professional reactions to the book. Every chapter (with the exception of the intro and conclusion) should have at least one entry in the second column. Students should submit a copy on Canvas as well as have a copy accessible to them while in class. This does not need to be in APA format.

SUPPORT GROUP ATTENDANCE AND REFLECTION (150 POINTS)

As part of your class experience, you are required to attend **two different** addiction related support groups. You may attend one online but in-person is preferable. You may attend any of the below groups or any other addiction-related support groups approved by the professor. See Appendix B for additional information on locating meetings. *CACREP Standard Addressed: 5.C.3.c.*

Examples of groups (not limited to):

Al-Anon	Alcoholics Anonymous	Celebrate Recovery
Codependents Anonymous	Emotions Anonymous	Gamblers Anonymous
Nar-Anon	Narcotics Anonymous	Overeaters Anonymous
Sexaholics Anonymous	SMART Recovery	

You may **only attend Open meetings** unless you meet the necessary criteria.
If attending in person, you may attend the group in the company of **one** of your classmates. This reflection will be at least two pages double spaced and have the following components. It does not need to be in APA format.

An introduction – This one-to-two paragraph introduction will provide an overview of the two meetings that you attended.

Personal and Professional Reflection– Describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting.

CASE STUDY PAPER (250 POINTS)

Students will write a case-study paper based on a fictional character from an approved movie, TV show, or book. Students may not use the same character, and will be approved on a fist-come, first-serve basis. Character approvals will be submitted via a canvas discussion board so please be mindful to check other students' submissions prior to submitting your request.
Students will address how they would work with their client using the knowledge obtained from the course. Students will identify a time in the character's story to "freeze" time and insert themselves as a mental health professional working with this individual. Papers will address: client presenting concern, theory/model of addiction, information on addictive substances, diagnosis, screening, co-occurring disorders, a theoretical approach and treatment plan, level of treatment, stage of change, treatment plan (worksheet), and the counselor's work with the client, the family, and group/12-step treatment modalities. All papers will be written in APA format with citations. Length is a minimum of 6 pages not including the title page or references (abstract not necessary). Please see Appendix D for outline. *CACREP Standards Addressed:* 2.F.3.d., 2.F.5.j., 5.C.1.d., 5.C.2.e.

GRADING

Course Engagement Points	250 points
Book Reflection	100 points
Support Group Reflections	150 points
Abstinence Project	250 points
Case Study	250 points

Total = 1,000
A: 900-1,000 B: 800-899 C: 700-799 D: 600-699 F: < 600

COURSE SCHEDULE

Non-shaded weeks meet via zoom. All assignments during these weeks are due before class which begins at 2:00 pm.
Shaded weeks occur asynchronously on Canvas. All assignments due during canvas weeks are DUE by 11:59 pm on the date listed.

Date	Topics Covered	Readings & Assignments (major bold)	CACREP Standard
Module 1 Zoom 5/13	Syllabus Overview Counselor Attitudes	Miller Ch.1 & 2 **Abstinence Substance/ Behavior Due**	
Module 2 Zoom	Evidence-based strategies: Levels of Treatment	Miller Ch. 6 Prochaska, DiClemente, & Norcross, 1992	2.F.5.j.

5/20	Stages of Change	**Abstinence Project Begins!** **Letter to my Substance/Behavior**	
Module 3 Zoom 5/27	Assessment and Diagnosis	Miller Ch. 5 & 16	
Module 4 Canvas 6/3	Drug Classifications Theories and Etiology: Models of Addiction Abstinence vs. Harm Reduction	Miller Ch. 4 Leshner, 2001 Tatarsky & Marlatt, 2010	2.F.3.d.
Module 5 Canvas 6/10	Addiction Across the Lifespan & Cultures	Miller Ch. 14 & 23	
Module 6 Zoom 6/17	Theories and etiology of addictive behaviors: Process Addictions	Miller Ch. 25 Giordano, 2021 Brand et al., 2025	2.F.3.d
Module 7 Canvas 6/24	Relapse Prevention Family Counseling	Miller Ch. 15 &19 Marlatt & George, 1984 **Hooked Reflection Due**	
Module 8 Zoom 7/1	Group Counseling Support Groups	Miller Ch. 17& 22 **Support Group Reflection Due**	
Module 9 Canvas 7/8	Addiction and the Brain Co-Occurring Disorders	Miller Ch. 18 & 20	5.C.1.d.
Module 10 Canvas 7/15	Working with mandated clients Professional Ethics Pharmacology	Miller Ch. 10, 18 & 24	5.C.2.e. 5.C.3.c.
Module 11 Zoom 7/22	Treatment Planning	Miller Ch. 7 (you should also pick 9,11,or 12, or 13 depending on your preferred treatment approach) Smock, Froerer, Blakeslee, 2011	
Module 12 Zoom 7/29	Evidence based treatment: Motivational Interviewing	Miller & Rollnick, 2009 **End of Abstinence Project: Reflection Paper Due**	2.F.5.j.
Module 13 Canvas **8/5**		***Final Case Study Due*** Online by 11:59pm CST 12/10 on Canvas	

The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT TYLER DEPARTMENT OF PSYCHOLOGY AND COUNSELING STUDENT CODE OF CONDUCT

https://www.uttyler.edu/psychology/policies.php

UT TYLER CLINICAL MENTAL HEALTH COUNSELING STUDENT HANDBOOK

https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

UNIVERSITY POLICIES

UT TYLER HONOR CODE

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

CAMPUS CARRY

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT TYLER A TOBACCO-FREE UNIVERSITY

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are

available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through.

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call903.566.7079.

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

STUDENT STANDARDS OF ACADEMIC CONDUCT

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose obtaining an academic

or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT TYLER RESOURCES FOR STUDENTS

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

APPENDIX A
BOOK REFLECTION
Hooked: When Addiction Hits Home

*Each chapter should have AT LEAST one entry

Chapter Name	Significant Quotes or Points	Explanation of Importance and Personal/Professional Connections

Appendix B
Support Groups

It is best to search to meetings online, although Internet information is not always up-to-date. Students are encouraged to call the contact person to confirm information.

Ensure that you find an OPEN meeting and double check that it is not male or female only if you are the opposite sex.

When attending a support group, it is imperative that you respect the members of the group. You may identify yourself as a "guest" or someone who is "here to learn." The point of this experience is to expose yourself to a resource that you may use as a referral in the future.

When approached by members, be respectful and appreciative. You can share that you wanted to learn more about _____ as you think it is a great resource but you know little about it...or perhaps there are people in your life who struggle with addiction. If you go with someone from class, please limit it to only one other person so as to respect the members of the meeting. As a reminder—you represent the counseling program as well as UT Tyler in your activities outside of class. Any conduct that does not adhere to the standards of the Department or UT Tyler will be dealt with according to University and Departmental policy.

APPENDIX C
ABSTINENCE PROJECT

Purpose: To gain insight and cultivate empathy pertaining to the physical, psychological, social, and spiritual experience of being without something desirable.

Direction: Spend the next week monitoring what you turn to or rely upon to feel better, comfort/soothe yourself, and/or cope (i.e., mood altering substances/activities). Select a substance or activity that is least conducive to your personal wellness goals that you will abstain from for the duration of the course (examples include alcohol, nicotine, sugar, caffeine, video/computer games, texting, cell phone usage, internet usage, Facebook, Twitter, watching TV, gambling, swearing, etc.).

Support group: In class we will form support groups for individuals who share commonality in their abstinence behavior/substance. There will be times when you experience cravings for your substance/activity, please use this support group to assist you during these times and encourage you to maintain abstinence.

Substitutions: Removing a substance/activity from your life will undoubtedly leave a void. Contemplate healthy alternatives that you will turn to when you desire the substance/activity from which you are choosing to abstain. Examples include, healthy food options, exercise, spiritual/meditative practices, new or continued hobby or leisure activity, positive social interactions, etc.

GOOD BYE LETTER TO MY SUBSTANCE/BEHAVIOR

This 1 – 2 page paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., "caffeine, you have always been there for me in the morning…") and should cover the following 5 areas:

1) How my addictive substance/behavior is loved and is considered a "friend"
2) How my addictive substance/behavior is sensual (appeals to my senses)
3) How my addictive substance/behavior provides "healing" or is a "balm" to my emotional wounds
4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
5) How my addictive substance/behavior is hated – what it has "cost" me

APPENDIX C
Abstinence Project Support Group Possible Topics for Discussion

From what are you choosing to abstain? How did you arrive at this decision? Who are your support persons? What substitutions will you employ this semester?
What obstacles do you anticipate arising over the semester that may interfere with your goal of abstinence? How might you respond to these obstacles?
What triggers your craving for the substance/activity from which you are abstaining (consider internal triggers such as negative emotions or specific thoughts, as well as external triggers such as commercials, locations, and/or times of day)?
What emotions have come up since you began the abstinence project (pride, disappointment, fear, anger, etc.)? To whom/what are those feelings directed (professor, friends who were not abstaining, self, support system, etc.)?
How is abstaining impacting your life (consider your thought life, emotions, social life, physiology, spirituality/existential experience, relationships, etc.)?
How are others in your life responding to your abstinence project? Are they helpful? Supportive? Minimizing? Do they aid in rationalizing "use"?
Have you been tempted to ignore your abstinence contract? If you have "relapsed," describe what the experience was like for you (circumstances leading up to it, repercussions afterwards, emotions, thoughts, etc.). If you have not, in what ways have you maintained abstinence in light of cravings and/or opportunities to "relapse"?
How is abstaining impacting your life (consider your thought life, emotions, social life, physiology, spirituality/existential experience, relationships, etc.)?
How is your abstinence project impacting your empathy for those who are struggling with addiction? This project is for several weeks, what it may be like for a client who is trying to abstain without an "end date"?
What is in your "bag of tricks" regarding this abstinence project? Which defense mechanism have you noticed yourself employing this semester (i.e., rationalization, blaming, justification, minimization, isolation, denial, etc.)? Examples?
With a holiday approaching, what are some triggers you anticipate (people, places, things)? How will you ensure that you remain abstinent?

Appendix D
Case Study Outline

Papers will be 6+ pages in APA format complete with citations and headings (subheadings). Please use this outline as a guide.

Title Page

Introduction
Brief introduction of "client" and discussion of presenting concerns

Model of Addiction
What model are you using to conceptualize this client?

Information on addictive substance(s) or behavior(s)
Details regarding the drugs or behaviors (i.e. classification, methods of use, physiological and psychological impact) and client use

Diagnosis
Screening/Assessment Tool(s) and outcomes
Criteria met

Co-occurring disorders
Give diagnosis or confirm that none are present. Evidence to support this.

Stage of change
What stage are they currently in and how do you know?
Use this information to support your treatment approach

Plan for Treatment
Level of treatment
What level of treatment would be best? How do you determine this?
Theoretical approach
How will you work with this client?
Discussion of counselor's work with the client, the family, group and/or 12-step treatment modalities.

Treatment Plan worksheet

References