University of North Texas at Dallas
School of Human Services
Human Services Management and Leadership Program
HSML 4650.020: Assessment of Behavioral & Chemical Addictions
SPR 2016
SYLLABUS

Instructor Name:	Shelia Lumar, PhD, LPC-S. LCDC, NCC, CFLE
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Office Hours:	Monday's 2:00—4:00pm Tuesday's 10:00—12 noon Thursday's 10:00—12 noon
Virtual Office Hours:	Monday's 11:00am—12:00 noon
Classroom Location:	DAL2-303
Class Meeting Days & Times:	Monday's 4:00pm—6:50pm (3 on-campus class meetings F2F class meetings: 1/25, 2/15, and 3/7.
Course Catalog Description:	4650. Assessment of Behavioral and Chemical Addictions. 3 hours. This course examines substance use and abuse. Its goals are to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention and treatment. Special emphasis is placed on various theoretical models and concepts of addictions, and assessment techniques currently used in substance abuse/addiction treatment of adolescents. Guidelines for screening and assessing teens for alcohol abuse and drug abuse problems are discussed as well as assessment for referral and treatment; confidentiality laws; and screening and assessment in juvenile justice settings. Prerequisite(s): Must complete HSML 3100. May take this course concurrently with HSML 4100.
Prerequisites	None
Required Text:	Gersten, A. (2013). *Integrative assessment: A guide for counselors.* Location: Pearson. ISBN-10: 013503485X or ISBN-13: 9780135034859 **Recommended Text:**

	American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	 UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com
	  Texas Education Agency Websites; Other ONLINE resources (TBA)
	  TK20 http:// www.coe.unt.edu/tk20 (TBA) Student subscriptions are
	  effective for 7 years from date of purchase)

Course Goals or Overview:	
	There is a need for human services students to be exposed to the concepts and facts pertaining to the use/abuse of alcohol, tobacco, and other drugs (ATOD) in contemporary society. Students of the human services need to become learned regarding behavioral manifestations suggestive of drug use/abuse, theories of drug abuse, and drug treatment preventive and intervention strategies insomuch as to aid clients with whom they come into contact that are directly or indirectly affected by chemical dependency.

Learning Objectives/Outcomes At the end of this course, the student will:	
1	Identify assessment tools used in the collection of client data.
2	Review the procedures for the collection of client data.
3	Distinguish between screening, assessment, measurement, and diagnosis.
4	Identify quantitative and qualitative methods of assessment or measurement.
5	Identify appropriate treatment/interventions based on assessment data.

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. Each class in the HSML program builds up on these competencies, so that at the end of your academic journey you are well prepared to complete your capstone portfolio. The core competencies addressed in this course include:

1. **Diversity Awareness:** understand alternative views

2. **Ethics and values:** explain the values of a commitment to the service of others

3. **Historical and Philosophical Foundations**

4. **Information management and technology** demonstrates basic computer literacy skills and demonstrate awareness and knowledge of technology resources

5. **Communication skills**
    - Use effective verbal and nonverbal communication skills
    - use proper grammar and vocabulary in written and oral communication
    - Demonstrate effective public speaking skills.
    - Use effective listening techniques.
    - Demonstrate the ability to address various members of constituent groups appropriately

6. **Personal Attributes**
    - demonstrate initiative
    - exhibit ethical and responsible behavior
    - Demonstrate the ability to be an effective team member.

Council on Standards for Human Services Education:

12d - An introduction to the organizational structures of communities.
13e - Political and ideological aspects of human services.
15a - Knowledge and skills to analyze and assess the needs of clients or client groups.
15c - Skills to evaluate the outcomes of the plan and the impact on the client or client group.
17b - Dealing effectively with conflict.
18a - Managing organizations through leadership and strategic planning.
18c - Planning and evaluating programs, services, and operational functions.
19g - Appropriate professional boundaries.

Criteria for Grading include:
1. Demonstration of ability to integrate outside Reading and classroom material into papers/projects

2. Succinct, clear and logical formulations of arguments.

3. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Students will be required to successfully complete all of the following assignments described below. There are six distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here: http://owl.english.purdue.edu/owl/resource/560/01/.

- Online Discussions of assigned chapters/readings
- Movie, Video, and Article reviews and discussions
- Exams – *written tests designed to measure knowledge of presented course material*
- Assignments – *written assignments designed to supplement and reinforce course material*
- Projects – *web development assignments designed to measure ability to apply presented course material*
- Blackboard Learn (Class) Participation –*participation in online class discussions*

Grading Matrix

Instrument	Total Points
Self-Introduction	20
Discussion Board (**8** @ 20 pts)	160
SUD	50
Article Reviews	100
Clinical Assessment	50
Attendance	60
Professional Interview	50
In class Activities (3 @ 10pts ea.)	30
Group Topic	10
Group Presentation	50
Exams	200
Reflection Essay	30
Total:	**815**

Grade Determination: The following grading scale will be used to determine you over, final grade for the course.
734—815=A

652—733=B

571—651=C

489—570=D

0-------488= F

Technical REQUIREMENTS / ASSISTANCE
The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Blackboard Learn:

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7
Mac: OS 9, OSX
Internet Access with compatible web browser (Select link for Vista 8.0 SP4)
Java: Version 1.6.0 Update 24: Click HERE and choose "Download Java"

Other Minimum Technology Needed
Word Processor
Browser and computer settings check: https://ecampussupport.unt.edu/browser
Computer and Internet Literacy: Visit http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit
Plug-ins necessary to access course materials and resources:
https://ecampussupport.unt.edu/plugin
Occasionally, you may need to use a scanner to submit documents. These may be available in UNTDallas computer labs on campus.
Minimum Skills Needed:
Using the learning management system
Using email with attachments
>   Creating and submitting files in commonly used word processing program formats
>   Copying and pasting
>   Downloading and installing software

Instructor Expectations and Classroom Guidelines

Assignment Submission Instructions and Requirements: You are expected to actively participate in the learning process. This course will utilize the various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.

Use of Blackboard Learn/Blackboard: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) time per week, if possible. Modern technology have made it possible for you to log onto the course shell and complete assignments using smart phones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Blackboard Learn using mobile devices such as smartphones and tablets; some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment.

Student must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer. It may be necessary to download an older version of Realplayer to be able to view the videos. Please test the videos immediately to be sure you can open them.

General Assignment Submission Guidelines
1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (5th ed.)*.

2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one inch margins.

3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.

4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.

5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.

6. A full page equals 22-23 lines of content.

7. *Caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.

   a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.

   b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.

   c. <u>An important note about plagiarism</u> as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.

   d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website *(need I go on?). It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

   e. Do not assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due at different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates.

f. **All assignments schedule for this course are due on Sunday's by 11:59pm (unless otherwise noted). LATE ASSIGNMENTS NOT ACCEPTED!**

Turnitin: Turnitin software will be used to ensure originality of your work. As you draw on research information publicized as journal articles, books, websites, etc, Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparklingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing plagiarism.

Required Filename Format for Word Attachments Submitted Online:
For this course, all written assignments created as Word documents and submitted to Blackboard Learn must be saved utilizing the following filename format:
> *Example:* YourLastNameFirstInitial_Name of Assignment
> **LumarS_Week 1 Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)**

To save your work according to the correct filename format follow the instructions below.
1).Open a word document
22).Click on save as; Title/save the document according to the require filename format.
3). Example: LumarS_Leadership Analysis paper
44).Then click the save as button.
Failure to save and submit your document according to the guidelines will result in an automatic 3 points deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Blackboard Learn (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign #, at sign @, etc.

Communications With Professor. When communicating with professor using email, please send emails through the Blackboard Learn system instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday's will not receive a response until the following Monday. If the following Monday is a holiday, then your email receive a response on the following Tuesday, or thereafter**.** Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Blackboard Learn to send emails to me or other students in this course.
Be sure to format your email communications using the following guidelines below:
1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: HSML 1234 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to. *Example*: Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title
3. In the body of the email state your question. Be clear and specific
4. Make sure emails are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID #

***Emails not correctly formatted will not receive a response from the* professor.** When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Blackboard Learn Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the grade Center.

How Students Should Proceed Each Week for Class Activities: Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments. Assignments are due by **Sunday evenings at 11:59pm except the final week's assignments.**

Licensing Requirements in the State of Texas related to licensure as a Licensed Chemical Dependency Counselor (LCDC):
This course meets the academic requirements for the Licensed Chemical Dependency Counselor (LCDC) for the state of Texas. Additional requirements are needed to become fully licensed. Candidates seeking licensure as an LCDC will be subjected to additional credentialing requirements. You will be required to:

1. Undergo criminal background checks If you have a history of criminal activity, you may not be allowed to obtain the LCDC and must report all criminal activity on the LCDC application.

2. Texas Department of State Health Services representative(s) review all applications and determine whether or not the individual will be awarded the LCDC. Please got to http://www.dshs.state.tx.us/lcdc/lcdc_rules.shtm to review rules and regulations pertaining to the LCDC.

3. Successful completion of a Bachelor's degree related to the field of substance abuse.

4. Complete all required course work focusing on substance use and addictions.

5. Complete required state applications and included supporting documents as needed.

6. Successfully pass state/national exams.

7. Complete 4,000 clinical supervision hours at a state approved Clinical Training Intitule

Course Assignments & Evaluations

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: 1) in-class activities, 2) discussion boards, 3) major research projects, 3) written assignments and 4) exams.

1). Class Participation (3 @20 pts each=60 pts) (SLO 1, 2, 3, & 4):
This class is structured in a hybrid format. You are required to attend five (5) on-campus class meetings, while the rest of the class will be facilitated online. Your contribution to the class is essential. Each week you must access Blackboard Learn and the course materials regularly and/or attend an on-campus class meeting as scheduled. Face-to-face class meeting times and location is listed on the course timeline and posted within weekly modules. It is very important for you to make every effort to attend all class meetings. During class, you can plan on participating in topical discussions related to the course content and completing class activities; to included unannounced pop quizzes. Carefully review assignments located in the "Assignment Folder" within each module for a description of the assignments due each week. These assignments are generally due weekly and must be submitted on time to potentially earn full credit.

Extra Credit: Assignments completion (20 points):
Extra credit points are based on the number of assignments/activities students' complete throughout the course. The more assignments completed lead to earning more extra credit points. The following scale below reflect the number of extra points students' can possibly earn:
21—26 assignments completed=20pts
15—20 assignments completed=15pts
09—14 assignments completed=10pts
03—08 assignments completed=5pts
0-----02 assignments completed=0pts
Assignments and activities include but not limited to: F2F classroom attendance, written assignments, in-class and online activities presentations, and projects or any other assignments/activities scheduled for the course.

2). Self-Introduction Discussion board (20pts):
This assignment includes two (2) pats. Use the discussion board labeled "Self-Introductions" to introduce yourself to your classmates. Begin a new thread and title your subject line with your Last Name, First Name.
    Part I (10 points): Instructions: Select one adjective that begins with the letter of your first name that describes you. Introduce yourself to us by using the adjective you selected above along with your full name. Tell us about:
- ✓ The major and degree you are working on
- ✓ State the what you hope to learn from the course
- ✓ Tell us what you plan to do after you finish at UNT Dallas.
- ✓ Share with us the city, and state where you currently live.
- ✓ What do you do when you are not online learning (work, hobbies, etc.)?

✓ Is there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Part II (10 Points): Welcome Classmates: Due: See Timeline for Due Date
Welcome at least 5 of your classmates to this class by replying to their self-introduction posts. Part I and II are due by 11:59pm on the due date.

3). In-class Assignments (3 @ 10pts each=30pts) (SLO 1, 2, 3, 4, & 5):
Several in-class assignments are scheduled for the course. In class assignments includes, but not limit to: pop quizzes, writing assignments, and small group exercises. In-class assignments cannot be made up if missed at the discretion of the professor. It is very important you make every effort to attend on campus class meetings.

4) Reflection Essay: My Experience(s) with Assessments (30pts): In an written essay, describe your experience with assessments by answering the following questions: *Have you completed an assessment evaluating your personality, intelligence, academic abilities, personal skills and interests or eligibility determination? Have you ever had to "assess" any place, product, or person? And if so, what did you look for?* Your responses should be at least 500 to total words, double-spaced the document, use Times new Roman or Arial, 12-inch pitch and 1 inch margins. Include a standard cover page. General submission guidelines apply for this assignment. Review the course timeline for assignment due date.

5). SUD screenings (50 pts): You will be required to administer 2 different screening tools or measurement instruments to 2 different persons of your choosing. They must be 18 years of age or older and preferably use alcohol or drugs (illicit or prescription). The instruments will be designated by the instructor and available on blackboard.

6. **Clinical Assessment (50pts)**: You will be required to complete a detailed clinical assessment on an adult volunteer of your choosing. It is preferable the volunteer have a history of alcohol or drug use, but not mandatory. The assessment will require the use of a standardized assessment tool specified by the instructor. A hard copy should be submitted to the instructor on the designated due date as per the course calendar. Detailed instructions as well as the assessment tool to be used, will be posted on Blackboard.

7). Journal Article Reviews (4 @ 25pts each=100pts) (SLO 1, 2, 3, 4 & 5) Reviewing scholarly articles pertaining to research in the area chemical addictions is a great way to increase your knowledge of the many variations chemical actions and the impact of individuals, families, groups, communities and society. For this assignment, students will perform research activities covering various topics related to chemical addictions. You will select a total of four (4) research articles of your choice discussing a topic listed below within the area of chemical addictions, you find most interesting. **The selected articles dates must be from 2010-2016. Use reference sources that discuss chemical addictions within the United States only.**

The articles selected must also be research studies conducted over factors associated with chemical addictions. Your articles should include the following information: 1) Reference

source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your personal critique of the research study. Students will complete an article review of each article using the Article Review guide posted in Blackboard Learn. The AR guide will be discussed in detail during a class. **Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your article submission. AR's will be submitted to Blackboard on the due date. AR reviews not formatted according to the article review guide will not be graded and a zero will be assigned as the score.**

Article Review #1 (SLO 3 & 4)—Topic: The use of assessments within the substance abuse populations or assessments and diagnosis of addictions or ethical consideration pertaining to assessments. See course schedule for due date

Article Review #2 (SLO 1, 3, & 5)—Topic: Assessing adult and teenagers or the use of behavioral observations as an assessment method, assessing clients' willingness to change behavior or, norm-referenced assessments or criterion-referenced assessments. See course schedule for due date

Article Review #3 (SLO 1, 2, 3 & 5)—Topic: Personality assessments, Myers-Briggs assessment, Strong Interests Inventory or Rorschach Inkblot assessments, or Neo Inventories, Assessments to measure depression, anxiety, suicide. See course schedule for due date.

Article Review #4 (SLO 2, 3, & 4)—Topic: Assessment for substance abuse, assessment for intellectual disabilities, and therapeutic alliance.

8). Discussion boards (7 @ 20 pts each=140pts) (SLO, 1, 2, 3, 4 & 5):
Students are required to complete six (6) Discussion throughout the course. Each DB is worth 25 points. You will respond to each of the DB issues/question with no less than 300 words. In your response to the discussion question, you are required to include at least one, APA formatted reference source to support your responses. Then, you must respond to two (2) classmates. Each response post to your classmates must be no less than 50 words. You are not required to include an APA reference source when responding to classmates' posts. Do not post attachments to the discussion boards

Discussion Boards will be graded using the following rubric:

- ✓ **10 points** = Original post (Must be at least 300 words, using critical thinking skills and a correctly format reference according to APA guidelines. Posts that include incorrectly formatted APA reference source will have point deducted.
- ✓ **5 points** = Responses to two classmates. (Each response to a classmate must be at least 50 words, using critical thinking skills).
- ✓ **5 points**=original post contain a APA correctly formatted reference source(s)

9). Professional Interview (50pts) (SLO 2, 3, & 5): Students will conduct a one-on-one interview with a professional working with clinical assessments within the community. A list of interview questions are posted to blackboard and discussed in class. Students will create an executive summary of the interview and present the information in an open group discussion during an on-campus class meeting.

10). In-Class Group Research Project: Presentations (50pts) SLO 1, 2, 3, 4, & 5). Students will be assigned to groups to create a research-based, PowerPoint presentation discussing and assessment instrument. Groups may choose an assessment instrument of choice based upon the group's interests. It is expected that each group member contributes to the development of the presentation. Group members must review research information pertaining to the selected instrument and present your findings to the class in an oral presentation format. Each group have 10-15 minutes to present the presentation. All group members must present a portion of the presentation. Additional information discussing the aesthetics and format of the presentation will also be discussed during class. This assignment is a major class project. Be sure to start research activities early.

    Assignment Instructions for Presentations:
    The presentation must include the following components:

- ✓ **Title Slide**: list each member in alphabetical order according to the last name

- ✓ **Describe the instrument:** provide a general overview of the assessment instrument stating what the instrument is and what does the assessment instrument measure. (1-2 slides)

- ✓ **Explain how the assessment instrument is administered:** Discuss how the assessment instrument is given to participants. Also, discuss the eligibility requirements for an individual to administer the assessment instrument. (1-2 slides)

- ✓ **Describe how to score the instrument**: Provide an explanation that explains the assessment instrument scoring procedures (Self- scoring, analysis and interpretation (1 slide)

- ✓ **Discuss how the results of the assessment assist a counselor in establishing a treatment plan.** Explain how results from as assessment helps formulate treatment plan. (1 slide)

- ✓ **Conclusion**: Discuss the advantages and disadvantages of using the selected assessment instrument. 1-2 slides

- ✓ **Reference Sources**-Include a section for reference sources. All reference sources must follow APA guidelines. Use references sources from 2010-2016 (1 slide)

The presentation should not exceed 10 slides!

9). Group Assessment Topic (10pts): One member from each group must submit the title of the assessment instrument your group will present. Check the course time for due date

10). Tests/Exams: There will be a Mid-Semester (100pts) and Final Examination (100pts) which will cover all the course material. This will also include any pertinent information discussed in class or online course materials. The exam format will designated by the instructor. The exams will be posted on Blackboard and taken online.

Course Outline/Timeline of Scheduled Assignments
The below schedule is tentative and may be adjusted/changed accordingly by the instructor to meet student and class needs/requirements. Should any substantive changes be made, students will be notified both orally in class and in writing via a syllabus addendum.

Weekly Modules Dates	Categories	Activities
Week #1 Jan 19th —24th **(No face-to face class meeting)**	PREPARATION: ASSIGNMENTS:	**Read**: Chapters 1 & 2 Review Course Syllabus Got to https://www.youtube.com/watch?v=NBtwOnB4HYw to review: Dr. Grande's Video: Clinical Assessment DB #1 #: Self-Introductions: Due: Sunday, Jan 24th by 11:59pm Reflection Essay: Due: Sunday, Jan 24th by 11:59pm
Week #2 Jan. 25th—31st **(1) F2F Class Meeting on 1/25**	PREPARATION REVIEW VIDEO: ASSIGNMENTS:	**Read:** Chpt #3 & 4 Got https://www.youtube.com/watch?v=YqsGS6kvVrY to review the video of Dr. Schindler conducting Substance Abuse Assessment. In class assignment #1 Due: Jan 25th During class AR #1: Sunday, Jan 31st by 11:59 pm DB #2 Critique of the Dr. Schindler's Interview: Due Sunday, Jan 31st by 11:59 pm
Week #3 Feb. 1st —7th	PREPARATION: REVIEW: VIDEO: ASSIGNMENTS	**Read:** Chapters 5 & 6 Website: https://www.youtube.com/watch?v=IjWs_TnE51A Group Assessment instrument Topic Due: Sunday, Feb 7th by 11:59 pm DB #3: Clinical Assessment: Due: Sunday, Feb. 7th by 11:59 pm
Week #4 Feb. 8th—14th	PREPARATION: REVIEW VIDEO:	**Read**: Chapters 7 & 8 Click on the link: http://www.newthinktank.com/2010/09/perfect-personality-test/ review both videos discussing personality test. Download scoring sheet.

	ASSIGNMENTS	DB #4: Personality Test Due: Sunday, Feb. 14th by 11:59 pm AR#2 Due Sunday, Feb. 14th by 11:59 pm Mid-Term Exam: Due: Sunday, Feb 14th by 11pm
Week #5 Feb. 15th—21st **(2) F2F Class Meeting on 2/15**	PREPARATION:	**Read:** Chapters 9 & 10
	REVIEW VIDEOS	Psychological disorders https://www.youtube.com/watch?v=wuhJ-GkRRQc Anxiety disorders https://www.youtube.com/watch?v=aX7jnVXXG5o Trauma and addictions: https://www.youtube.com/watch?v=343ORgL3kIc Personality disorders https://www.youtube.com/watch?v=4E1JiDFxFGk Depressive disorders https://www.youtube.com/watch?v=ZwMlHkWKDwM
	ASSIGNMENTS	DB #5: Psychological Disorders In-class assignment #2 Due: Feb 15th During class AR #3 due Sunday, Feb. 21st by 11:59 pm
Week #6 Feb. 22th—28th	PREPARATION:	**Read:** Chapters 11 & 12
	REVIEW VIDEOS	Review website: http://store.samhsa.gov/shin/content//SMA09-4432/SMA09-4432.pdf discussing assessment of suicide ideation
	ASSIGNMENTS:	DB #6 Due Sunday, Feb 28th by 11:59 pm AR #4 Due Sunday, Feb 28th by 11:59 pm Professional Interview Due: Feb 8th by 11:59pm
Week #7 Feb. 29th—Mar. 6th	PREPARATION:	**Read** 13, 14 & 15
	REVIEW WEBSITE:	Review website discussing assessment, screening and treatment for co-occurring disorders: http://store.samhsa.gov/shin/content/PHD1131/PHD1131.pdf
	ASSIGNMENTS	DB # 7 Co-occurring disorders: Due: Sunday, Mar 6th by 11:59 pm SUD Screening: Due Sunday, Mar. 6th by 11:59 pm
Week #8 Mar. 7th—13th **(3) F2F Class Meeting on 3/7**	PREPARATION:	Final Exam Review
		Group Presentations 1-5 During Class Monday, Mar. 7th
	ASSIGNMENTS:	In-class assignment #3 due: Mar. 13th During class
	FINAL EXAM	Final Exam: Online Due: Tuesday, Mar. 8th by 11:59pm

University Policies and Procedures

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate. Common courtesy and respect will be extended to all. Students who are abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632. The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, Building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Attendance and Participation Policy: *The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Thus, attendance will not credit*

will not be given for excused or unexcused absences. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. **Due to limited weekly face-to-face meetings attendance requirements are stringent. After the 3rd undocumented/unexcused absence, students' grade will be decreased by one full letter grade.**

Unacceptable classroom behavior Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on the side conversations is not tolerated. Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off. Review the earlier statements concerning late or missed assignments. Review the earlier statements on acceptable computer use in the classroom. Incompletes (I) can be given only if a student is "unable to complete their academic responsibilities" for medical (disease or injury) or legal reasons (jury duty, military service) or other "extraordinary" reasons documented in writing on letterhead with a verifiable signature.

Reading Assignments All assigned material must be read prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional. **Quizzes and Exams will be based on reading assignments/lectures/discussions/video and or audio presentations.**

APA Formatting-See APA Guide Below. Students are expected to use APA format & style in all writing assignments. This includes proper citation of sources and reference listing. The REQUIRED APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: http://citationmachine.net/. All essays/papers must include APA Title (cover) page. See attachment at the end of the syllabus.

Writing Tips:

1. CLARITY: The writer Expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand what the writer is saying.

2. FLOW AND LOGIC: Is an introductory paragraph included to grab the writer's attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer's direction at the beginning of the paper, as well as throughout the paper.

3. CRITICAL THINKING: The writer needs to demonstrate the ability to analyze a subject

from different perspectives, identify what is at stake in each perspective, and connect conclusions to the paper's central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer's point. Bloom's taxonomy is useful in the application of critical thinking.

4. GRAMMAR: The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is important.

5. MECHANICS & USAGE: Mechanics include standard conventions of spelling, capitalization, punctuation, and paragraph indention. Correct use of verb tense, the apostrophe, subject-verb and noun-pronoun agreement, run-on and fragmented sentences, and misplaced and/or dangling modifiers.

Confidentiality Agreement It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Student Evaluation of Teaching Effectiveness Policy: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Online Communication Etiquette Instructions: All students pay tuition and deserve a positive and courteous learning environment. You should be aware that your behavior impacts other people, even online. My goal is for this course to be a positive & supportive environment where courtesy is extended among fellow students (and your instructor). Due to the nature of the online environment, there are some things to remember:

- ✓ **Always think before you write.** In other words, without the use of nonverbals (winking, smiling, etc) with your message, your message can be misinterpreted. So please think twice before you hit submit.

- ✓ **Keep it relevant**. The *Open Forum Discussion* and *Who's Online* features are available to the entire class. These are places where you can interact with one another for fun everyday stuff and/or seek information from others. Collaboration is a necessity in the professional world - use the 50-something other students in the class to get the fastest answer to your questions. Be sure to stay on topic in all assigned discussion areas.

- ✓ **Never use all caps.** This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.

- ✓ **Make sure that you are using grammar and language structure appropriate to the professional setting.** In other words, avoid using "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.

- ✓ **Treat people the same as (or better than) you would face-to-face.** In other words it is easy to hide behind the computer. In some cases it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

- ✓ **Respect the time of others.** You will be required to engage with your peers throughout the semester. Always remember that you are not the only person with a busy schedule, so be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse.

Based on the work of Melissa Landin, Instructor, Dept. of Communication, and Inver Hills Community College.

Note: APA format will be applied. Use of proper citations and referencing is required. Additionally, the professor reserve the right to change the course syllabus as needed.

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