

**SOCW 564 – Clinical Issues in Addiction**  
**Texas A&M University–Texarkana Master Course Syllabus**  
**Master of Social Work program**  
**Spring 2022**

**Instructor:** Bree Alexander, Ph.D., LISW-CP, LCSW-S

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**Office Hours:** Wednesday 11:00 am -12:30pm

**Class Meetings:** Wednesdays 5:00 pm – 5:50 pm in UC 248

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## I. COVID-19 Statement

While not required, students are strongly encouraged to wear face coverings over their mouth and nose during class. Current [CDC guidelines](#) for institutions of higher education recommend mask wearing indoors when not everyone is required to be vaccinated. This is particularly important when in [areas of substantial to high transmission](#). Face coverings help protect you and others, keeping our classroom community safer and increasing the chances of us staying in class together for the semester. Stay informed, stay safe, and help protect your fellow Eagles!

## II. General Course Information

### **Required Texts:**

Lewis, J. A., Dana, R. Q., & Belvins, G. A. (2019). Substance Abuse Counseling. Boston: Cengage. **\*Purchase Mindtap\***

### **Additional Readings:**

Mack, A. H., Brady, K. T., Miller, S. I., and Francis, R. J., Eds. (2016). *Clinical Textbook of Addictive Disorders (4th Ed.)*. New York: Guilford Press. ISBN: 9781462521685.  
**\*Available on Blackboard\***

### **Optional Readings and Textbooks:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. Washington, DC: Author. ISBN: 9781433832161. **\*Purchased Previously for Research Methods\***

Douglas, F. (2018). Social work, social science and the disease concept: new directions for addiction treatment. *The Journal of Sociology & Social Welfare, 21*(2).

- Dyba, J., Moesgen, D., Klein, M., & Leyendecker, B. (2019). Mothers and fathers in treatment for methamphetamine addiction—parenting, parental stress, and children at risk. *Child & Family Social Work, 24*(1), 106–114. <https://doi.org/10.1111/cfs.12587>
- Guerrero, E. G., Garner, B. R., Cook, B., & Kong, Y. (2017). Does the implementation of evidence-based and culturally competent practices reduce disparities in addiction treatment outcomes? *Addictive Behaviors, 73*, 119–123. <https://doi.org/10.1016/j.addbeh.2017.05.006>
- Marshall, S. W., Albery, I. P., & Frings, D. (2018). Who stays in addiction treatment groups? anxiety and avoidant attachment styles predict treatment retention and relapse. *Clinical Psychology & Psychotherapy, 25*(4), 525–531. <https://doi.org/10.1002/cpp.2187>
- Quinn, A. (2020). Denial of alcohol treatment need among baby boomers across time: implications for social work. *Journal of Gerontological Social Work, (2020)*. <https://doi.org/10.1080/01634372.2020.1744058>
- Szuchman, L.T. & Thomlison, B. (2010). *Writing with style: APA style for social workers (4th ed.)*. Wadsworth.

**Prerequisite:** SOCW 501

**Course Description:** This course is designed to help graduate students develop a biopsychosocial approach to the understanding of the problems of psychoactive substance misuse and dependency and other related disorders primarily as they are found in American culture. Biologically, the course will address recent developments in neurobiological and pharmaceutical research related to addictive behavior. From a psychological standpoint we will consider continuing treatment innovations and research on treatment effectiveness. Sociologically, the course will recognize that the individual addict does not live in a vacuum but is both shaped by and shaper of his or her social and political environment. The strengths perspective and client-centered practices are emphasized throughout. Upon completion of the course, students will understand the reciprocal interaction between the individual addict and the various systems that impact addiction, treatment and recovery (such as biology/genetics, family, SES, ethnicity, opportunity, the treatment industry, political and social reform movements, values, and spiritual frameworks). In addition, assessment criteria and treatment modalities will be reviewed for effectiveness and effects on the client system. The content of the course will draw heavily on current research and the process will emphasize critical thinking and analysis of the current controversies in the substance misuse and nonsubstance addiction field.

**Method of Course Delivery:** This is a hybrid course, wherein students will complete weekly modules/assignments in Blackboard and attend classes in-person. All students are expected to have read the assigned chapters/readings and completed the weekly module each week.

**Course Objectives:** Upon successful completion of this course, students should be able to:

1. Explain the nature of addiction; how the biopsychosocial framework can inform the complexities of addictive disorders, and the current controversies associated with various models of misuse and addiction.
2. Discuss the historical perspectives that have influenced our modern practices.
3. Contrast and compare help-giving models and their implications in social work practice: harm reduction, mutual help (Alcoholics and Narcotics Anonymous), abstinence-only models, cognitive/behavioral therapies, and strength-based practices such as solution-focused and narrative therapies.
4. Explain the biology of addiction including the effects of alcohol, drugs, and other addictive practices on the brain and body, and various medical consequences.
5. Consider addiction issues across the life span, from teenagers to the elderly.
6. Examine related disorders such as eating disorders, problem gambling, and dysfunctional shopping, and their impact on the client system.
7. Consider treatment of substance misuse with a coexisting disorder or disability.
8. Consider special population issues, risks and resilience in various types of groups including families, racial and ethnic groups, males, females, and people with various sexual orientations when treating addictions.
9. Evaluate mutual help groups that impact recovery.
10. Analyze addiction public policy in the light of social justice issues.

**Course Competencies and Practice Behaviors:** This course addresses eight of the competencies that are identified by the Council on Social Work Education, as necessary for professional social work practice. Each competency has a specific practice behavior(s). These practice behaviors determine the nature of the tasks (assignments) for the course. The following are the competencies and related practice behavior(s):

**Competency 1: Demonstrate Ethical and Professional Behavior**

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

**Competency 2: Engage Diversity and Difference in Practice**

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- a. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- b. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**III. Methods of Evaluation**  
**450 Points Total**

**Exams:** (100 points each; 200 points total). There will be midterm and final exams during the semester based on the material covered in class and the material found in the textbook. The exams may include multiple choice, short answer, and fill in the blank type questions. (Exams address and will assess for generalist competencies 1, 2, 4-9.)

**In-Class work and homework assignments:** (100 points). There will be several assignments that will be either done in class or will be assigned as homework in which you will apply topics we have discussed in class. They will vary in point value. (This assignment addresses and will assess for generalist competencies 1, 2, 4-9.)

**Addiction Research Paper** (100 points). You will be required to write a 10-12 page paper based on an addiction issue of your choice utilizing the systemic framework described in the textbook and additional sources. The paper should also include a description of how you would apply social work practice to the particular addiction problem(s) faced within the Ark-La-Tex region or with a client in your field practicum. More information will be given in class and on Blackboard. (This assignment addresses and will assess for generalist competencies 1, 2, 4-9.)

**Class Presentation** (50 points). You will be required to present the material encompassed within your Term Paper. Use additional resources as desired. Your presentation should reflect a systemic approach to the issues faced by the population you choose to study and any particular problems associated with that community or group. (This assignment addresses and will assess for generalist competencies 1, 2, 4-9.)

**Extra Credit** (up to 2 points of total grade).

- a) Service, dignity and worth of the person, and importance of human relationships are all social work core values that are critical to the profession. Recognizing the importance of caring for others while also caring for ourselves is an important skill to learn as a social worker. To demonstrate this, I am offering extra credit points to students who to choose

to wear a mask during each class throughout the semester. Extra credit will count toward your overall grade, and may greatly help your final grade. Should you choose to participate in this extra credit opportunity, you will receive a total of 2 extra credit points to count toward your final overall course grade.

## IV. Course Policies

### Grading Scale (%)

100 – 90 = A

89 - 80 = B

79 and below = F

**Mutual respect and creating an anti-oppressive learning environment:** In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by others.

**Teaching Philosophy:** Community Learning. It is my primary goal to assist students in connecting their passion for and/or interest in social work with theoretical foundation and evidence-based strategies that develop increased awareness of their values, interests, and strengths, so they will be prepared and competent social workers. I am committed to a learner-centered teaching model that empowers and encourages students to take a personal responsibility for their learning. This learning happens both inside and outside of the classroom. The motivation behind my teaching philosophy lies in the concept of community learning in which students and educators are tasked with the joint sense making of course concepts and objectives and distributed leadership roles in the classroom.

It is expected that students will use any and all available resources to scaffold their own learning according to their individual learning needs. It is expected that the student will promptly articulate any potential barriers in the learning process of which the professor needs to be aware. Most importantly it is expected that the ultimate beneficiaries and evaluators of the learning are the clients and communities the students will eventually serve. I look forward to collaborating.

**Mastery Learning:** Mastery learning maintains that students must achieve a level of mastery in prerequisite knowledge before moving forward to learn subsequent information. In order to work on achieving mastery level, I will allow students to submit written assignments/rough drafts via email up to 5 days before the due date for feedback prior to grading. Once written assignments are graded, students who make below a C will have up to 5 days to submit a revised version of their assignment with my feedback applied to earn up to half of the points originally missed.

**Mental Health Statement:** Mental health difficulties happen to many people for a variety of reasons. You may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you are experiencing mental health challenges at TAMUT, please contact the Student Counseling Center on the 4<sup>th</sup> floor of the University Center building. Their services are confidential, and if necessary, they can provide same day appointments. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

**Writing Guidelines:** The social work profession includes a lot of writing and documentation, so

we focus on quality. Because you are in a master's program, I expect your writing efforts and presentations to be at the graduate and professional level. When you turn in writing assignments, please follow these guidelines.

- All assignments are to be submitted through Blackboard.
- All assignments should follow APA 7<sup>th</sup> edition writing format (see Purdue Online Writing Lab (OWL) for assistance or order the APA manual 7<sup>th</sup> edition [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))
- Use subheadings that coincide with your topic(s) to organize the report.
- Use standard English. No contractions, slang, excessive wordiness, or text messaging language (i.e. "LOL" or "IMHO"). Be clear and concise.
- The report should be typewritten with 12-point Times New Roman, double-spaced, with one-inch margins top, bottom, left and right.
- Include a title page that includes the title of your assignment, your name, the name of the course, and the semester.
- Please proofread your paper prior to submission and get help from the Writing Center if needed. You can email them at [tutor@tamut.edu](mailto:tutor@tamut.edu).
- Please note the date and time the assignment is due as stated in Blackboard and submit it on time! You have plenty of notice so plan accordingly.
- Proper spelling and grammar weigh heavily into the grade, so if you desire a high grade in the course, you **MUST** write well. This simply means that I should not have to work hard to understand what you are trying to say.

**APA style:** APA style writing is required for all assignments unless otherwise specified. APA is the style of writing required by the American Psychological Association. APA style is more than correctly citing your references; it is a style of writing that is organized, concise, and has parameters for format, syntax, grammar, sentence structure, paragraph organization, and use of nonbiased language [which is in line with basic social work values]. It is expected that you will use APA style formatting throughout all of your papers not only in this course but every course. Please refer to the APA publication manual, for additional guidance.

**Confidentiality:** Although you are not required to engage in a high degree of self-disclosure in this course, discussion of personal experiences may be relevant to the class. Thus, participation in class discussions appropriately can help you and your classmates understand the real-life impact of how we approach these issues and treat each other. However, since we are in a class and emotional safety is important, you are not required to self-disclose. Please give careful thought to how much you are willing to discuss about your own life and then participate to the degree you feel comfortable being careful not to share too much information. Likewise, because opening up about these issues can be so stigmatizing, I expect everyone in class to respect and honor the life stories of your peers. In other words, whatever is discussed in class, stays in class.

**Late Assignments:** Please be organized; keep track of assignment due dates and turn things in on time. Assignments, discussion forum postings and replies, etc. submitted after the due date will receive a 10%-20% grade deduction. For example, assignments that are 0-24 hours late which would have been rated A or Exemplary will be graded as B, or instead of 100%, the grade

will be 90%. Work submitted after two days past the original due date will not be accepted and will receive a zero.

<b>Late Submission</b>	<b>Grade Reduction</b>
0 – 24 hours late	10% grade deduction
24-48 hours late	20% grade deduction
>48 hours late	Automatic Zero

**Assignment Submissions:** All assignments should be submitted in the format requested. For example, if a word document is requested please do not submit your assignment in a pdf or google doc format. Assignments received in google doc format will not be graded as Blackboard does not accept this format. *Note:* Students have access to free download of Microsoft office software through TAMUT.

**Cell Phones and Laptop Computers:** Answering cell phone calls and sending and receiving text messages during class is rude and inappropriate. Please set your cell phones to silent and put them away. Any exceptions should be discussed with the instructor. Laptops are to be used only for notetaking - not checking email, Pinterest, Facebook, etc.

**Academic Integrity:** Academic honesty is expected of students enrolled in this course. Integrity is a core value of the profession and a key characteristic for any social worker. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism (whether intentional or unintentional), and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog and MSW student handbook.

**A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis.

**Email and Classroom Response Times:** I will check my email at least once a day, not including weekends or holidays. During the week, please allow at least 24 hours for email responses. Over the weekend, please allow at least 48 hours for email responses. During holidays and school breaks, responses may take longer. For emergencies, students may call me via office phone. When calling, if you leave a message please include your full name, the course you are calling about, and a good contact (email or phone) to reach you.

**Drop Policy:** To drop this course after the census date, a student must see their MSW faculty advisor. If approved, student must complete a Drop/Withdrawal Request Form, located on the University Registrar’s webpage or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be

submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

**Disability Accommodations:** The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life on the 4<sup>th</sup> floor of the UC, or call (903) 223-3116.

## V. Course Schedule

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### **Week 1 (Jan. 18 - Jan. 21)**

Introduction to the Course

**To do:** Read Syllabus & Class Expectations

**Key Concepts:**

1. Course Expectations
2. Course Assignments

**Syllabus Acknowledgement Form due** Jan. 23rd by 11:59pm

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### **Week 2 (Jan. 24<sup>th</sup> - Jan. 28<sup>th</sup>)**

Substance Abuse Counseling  
Theories of Substance Misuse

**To do:** Read Chapter 1, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Definition of Substance Abuse Counseling
2. Evidence-Based Practices
3. Medication-Assisted Treatment
4. Theories of Substance Misuse

**Mindtap - Chapter 1 Exercise: Substance Abuse Counseling due** Jan. 30th by 11:59pm

**Mindtap - Chapter 1 Case Study: Substance Abuse Counseling due** Jan. 30th by 11:59pm

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### **Week 3 (Jan. 31<sup>st</sup> - Feb. 4<sup>th</sup>)**

Drug and Their Effects  
Understanding the Brain, Mind, and Psychoactive Substance Misuse

**To do:** Read Chapter 2, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Drug Effects
2. Drug Classifications
3. Neurobiology and Pharmacokinetic concepts in substance use and misuse disorders

**Mindtap - Chapter 2 Exercise: Drugs and Their Effects due** Feb. 6th by 11:59pm

**Mindtap - Chapter 2 Case Study: Drugs and Their Effects due** Feb. 6th by 11:59pm

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**Week 4 (Feb. 7<sup>th</sup> - Feb. 11<sup>th</sup>)**  
Alcohol, Cocaine, and Stimulants

**To do:** Chapter 5, 11, and 12 of Clinical Textbook of Addictive Disorders (uploaded on Blackboard)

**Key Concepts:**

1. Screening and Diagnosis of Alcohol Use Disorders
2. Treatments for Alcohol, Cocaine, and Stimulant related substance use
3. Psychopharmacology for Alcohol, Cocaine, and Stimulant related substance use

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**Week 5 (Feb. 14<sup>th</sup>-Feb. 18<sup>th</sup>)**  
Sedatives/Hypnotics and Benzodiazepines

**To do:** Read Chapter 13 of Clinical Textbook of Addictive Disorders (uploaded on Blackboard)

**Key Concepts:**

1. Side Effects of Sedatives/Hypnotics and Benzodiazepines
2. Uses for Sedatives/Hypnotics and Benzodiazepines

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**Week 6 (Feb. 18<sup>th</sup> - Feb. 25<sup>th</sup>)**  
Motivational Interviewing

**To do:** Read Chapter 3, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Meaning of Motivational Interviewing
2. MI Spirit
3. Motivational Enhancement Therapy

**Mindtap - Chapter 3 Exercise: Motivational Interviewing due Feb. 27th by 11:59pm**

**Mindtap - Chapter 3 Case Study: Motivational Interviewing due Feb. 27th by 11:59pm**

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**Week 7 (Feb. 28<sup>th</sup> – Mar. 4<sup>th</sup>)**  
Assessment and Treatment Planning

**To do:** Read Chapter 4, Substance Abuse Counseling Textbook

**Key Concepts:**

1. SBIRT Training
2. Assessment Tools for Substance Abuse

### 3. Treatment Planning and Substance Abuse

**Mid-term Exam** in class (please bring a laptop to class)

**Mindtap - Chapter 4 Exercise: Assessment & Treatment Planning due** Mar. 6th by 11:59pm

**Mindtap - Chapter 4 Case Study: Assessment & Treatment Planning due** Mar. 6th by 11:59pm

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#### **Week 8 (Mar. 7<sup>th</sup>-March 11<sup>th</sup>)**

Helping Clients Change

Individual Psychodynamic Psychotherapy and Cognitive Therapy

**To do:** Read Chapter 5, Substance Abuse Counseling Textbook; Chapters 26 & 27, Clinical Textbook of Addictive Disorders

**Key Concepts:**

1. Principles of Effective Treatment
2. The Counseling Relationship
3. Individual Therapy
4. Cognitive Therapy

**Mindtap - Chapter 5 Exercise: Helping Clients Change due** Mar. 13th by 11:59pm

**Mindtap - Chapter 5 Case Study: Helping Clients Change due** Mar. 13th by 11:59pm

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#### **Week 9 (Mar. 14<sup>th</sup> – Mar. 18<sup>th</sup>)**

Spring Break/No Class

**To do:** None

**Key Concepts:**

1. Self-Care
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#### **Week 10 (Mar. 21<sup>st</sup> – Mar. 25<sup>th</sup>)**

Empowering Clients through Group Work

**To do:** Read Chapter 6, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Group Counseling for Substance Abuse
2. Benefits of Group Counseling

**Mindtap - Chapter 6 Exercise: Empowering Clients Through Group Work due** Mar. 27th by 11:59pm

**Mindtap - Chapter 6 Case Study: Empowering Clients Through Group Work due Mar. 27th by 11:59pm**

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**Week 11 (Mar. 28<sup>th</sup> - April 1<sup>st</sup>)**  
Maintaining Change in Substance Use Behaviors

**To do:** Read Chapter 7, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Stages of Change
2. Relapse Prevention
3. Relapse Chain

**Addiction Research Paper due April 3<sup>rd</sup> by 11:59pm**

**Mindtap - Chapter 7 Exercise: Maintaining Change in Substance Use Behaviors due April 3rd by 11:59pm**

**Mindtap - Chapter 7 Case Study: Maintaining Change in Substance Use Behaviors due April 3rd by 11:59pm**

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**Week 12 (April 4<sup>th</sup> - April 8<sup>th</sup>)**  
Working with Families

**To do:** Read Chapters 8, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Family Systems Approach
2. Family Therapy Models
3. Community Reinforcement and Family Training (CRAFT)
4. Effects on Children

**Mindtap - Chapter 8 Exercise: Working with Families due April 10th by 11:59pm**

**Mindtap - Chapter 8 Case Study: Working with Families due April 10th by 11:59pm**

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**Week 13 (April 11<sup>th</sup> – April 15<sup>th</sup>)**  
Work Time  
\*No Class This Week\*

**To do:** Work on Paper Presentations and Begin Studying for Final Exam

**Key Concepts:**

1. Prepare for Paper Presentations
2. Prepare Study Materials for Final Exam

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**Week 14 (April 18<sup>th</sup> – April 22<sup>nd</sup>)**  
Preventing Substance Abuse  
Successful Service Programs

**To do:** Read Chapters 9-10, Substance Abuse Counseling Textbook

**Key Concepts:**

1. Effectiveness of Prevention Programs
2. Assessing Needs
3. Process and Outcome Evaluation

**Mindtap - Chapter 9 Exercise: Successful Service Programs due** April 24th by 11:59pm

**Mindtap - Chapter 10 Exercise: Preventing Substance Abuse due** April 24th by 11:59pm

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**Week 15 (April 25<sup>th</sup> – April 29<sup>th</sup>)**  
Conclusion and Class Presentations

**To do:** Work on Class Presentations

**Key Concepts:**

1. Class Presentations
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**Week 16 (May 2<sup>nd</sup> – May 6<sup>th</sup>)**  
Final Exam

**To do:** Study for Final Exam

**Key Concepts:**

1. Exam Review

**Final Exam due** May 11th at 11:59pm

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\*\*syllabus subject to change