COUN 6347 Syllabus

Addictions Counseling

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TERM: FALL 2016
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MEETING TIMES AND LOCATION: 
OFFICE LOCATION: EDUO1.644
OFFICE HOURS: TUESDAYS 2:00PM – 4:00PM
WEDNESDAYS 2:00PM – 4:00PM

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

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Textbook and/or Resource Material

Required Text:

Blackboard may be used at the discretion of the instructor.

Recommended Texts:

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July.**

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Course Description and Prerequisites

This course is designed to provide a supportive, structured learning environment for acquiring substance use and addictive behavior counseling skills. The role played by this course within the program is to provide students with an understanding of correlates of physiological and psychological effects of drugs and the significance of treatment planning in diverse settings. It helps the student use the knowledge of individual, group, and family counseling strategies as they are applied to behavior change and relapse prevention. Students learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and approaches to treatment.

Prerequisite: Consent of department chair, COUN 6310 Introduction to Counseling, COUN 6327 Theories, Methods, Techniques I, and COUN 6328 Theories, Methods, Techniques II

Learning Objectives/Outcomes for the Course

Student Learning Outcomes

SLO2: Counseling and graduate students will demonstrate understanding and knowledge of counseling theories based on understanding of theoretical content in order to inform treatment with diverse clients (as it pertains to addictions).

SLO4: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings (as it pertains to addictions).
Other Course Information

PROGRAM REQUIREMENTS

- Students must attend one seminar from the C & G Faculty Seminar Series offerings each semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA. (Fall/Spring semesters only)
  A. Students must turn in a one-page reflection paper based on their seminar experience.

- Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled. (Fall/Spring semesters only)
  A. Students must turn in a one-page reflection paper based on the book they read.
  B. 

- Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.

Alignment of Course Objectives to National and State Standards

STUDENT ACADEMIC OBJECTIVES

CACREP Common Core (F) – This course is designed to meet the 2016 CACREP standards and enable students to demonstrate knowledge of the following:

COMMON CORE

2.F.3.d: Theories and etiology of addictions and addictive behaviors

ADDITION COUNSELING

Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
5.A.1.a. history and development of addiction counseling

5.A.1.b. theories and models of addiction related to substance use as well as behavioral and process addictions

5.A.1.c. principles and philosophies of addiction-related self-help

5.A.1.d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5.A.1.e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others

5.A.1.f. psychological tests and assessments specific to addiction counseling

2. CONTEXTUAL DIMENSIONS

5.A.2.a. roles and settings of addiction counselors

5.A.2.b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders

5.A.2.c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders

5.A.2.d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling

5.A.2.e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process

5.A.2.f. role of wellness and spirituality in the addiction recovery process

5.A.2.g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process

5.A.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

5.A.2.i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

5.A.2.j. cultural factors relevant to addiction and addictive behavior
5.A.2.k. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling

5.A.2.l. legal and ethical considerations specific to addiction counseling

5.A.2.m. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling

3. PRACTICE

5.A.3.a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

5.A.3.b. assessment of biopsychosocial and spiritual history relevant to addiction

5.A.3.c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal

5.A.3.d. techniques and interventions related to substance abuse and other addictions

5.A.3.e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders

5.A.3.f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction

g. evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery

5.A.3.h. strategies for interfacing with the legal system and working with court referred clients

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

5.C.1.d: Neurobiological medical foundation and etiology of addiction and co-occurring disorders

2. Contextual Dimension

5.C.2.e: Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
SCHOOL COUNSELING

V-G-2-i

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

2. Standard

5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

5.G.2.h. common medications that affect learning, behavior, and mood in children and adolescents

5.G.2.i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.

5.G.2.k. community resources and referral sources

TExES Competencies (Will also be provided in the student handbook)

Competencies covered throughout this program:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.
Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) counseling and consultation theories and practices;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(6) environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs;
(8) legal and ethical standards, practices, and issues;

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(2) provide a proactive, developmental guidance program based on the needs of students;
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs;
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
(5) coordinate resources for students within the school and community;
(9) use counseling-related research techniques and practices to address student needs; and
(10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth. The certified school counselor must:
(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social, and emotional areas;
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
(4) implement effective referral procedures to facilitate the use of special programs and services; and
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
(4) facilitate learners’ access to community resources;
(5) develop and implement strategies for effective internal and external communications;
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
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<tr>
<th>Course Objectives</th>
<th>Program SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
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<td>II-F-3-d</td>
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### Course Technology

#### Tools
To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](https://www.blackboard.com/) from Blackboards resource page.

#### Technical Knowledge Requirements
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

#### System Requirements/Software
- Mozilla’s [Firefox](https://www.mozilla.org/) (latest version; Macintosh or Windows)
- Google [Chrome](https://www.google.com/chrome) (latest version; Macintosh or Windows)
- Apple’s [QuickTime](https://www.apple.com/quicktime) plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

#### Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](https://my.blackboard.com/)
- Submit a [Blackboard Help Ticket](https://my.blackboard.com/)
- Help Contact Information (UTRGV’s Blackboard Support):

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Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

COURSE REQUIREMENTS

1. Midterm Exam and Final Exam (20%)
2. Experiential Projects (30%)
3. Integrated Paper (20%)
4. Case Analysis (20%)
5. Counseling Demonstrations and Experiential Activities (10%)

Course Requirement Description plus CACREP and TEA Standards:

1. Midterm Exam and Final Exam: (20%)
The mid-term exam will be a combination of essays. The final exam will be a timed multiple-choice format. The exams will cover the information provided in the text, lecture, class activities, and assigned readings.

2. Experiential Projects: (30%)
A. Each student will locate professionals, groups, and treatment centers to observe/visit. The student must have a minimum of two distinct experiences with any combination of hospitals/treatment centers, Open AA/NA groups, treatment professional interviews, and other appropriate activities/agencies/professionals. These experiences must include two different types of experiences and should consist of direct experience and conversations/interviews with professionals providing these services. The student is asked to provide the instructor with a log indicating the experiences and associated dates. This log is to be turned in along with the integrated paper.

B. Class project related to social control and the experience of abstinence. You will be required to maintain an abstinence log – this log will describe your 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

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“slipped.” Although daily entries into the log are not required, previous students have reported daily entries as most helpful.

C. Students will watch films that address issues related to substance use and addictive behavior. Each student will be required to create a treatment plan for a character in each film watched in class. Treatment plans will be submitted in class for feedback and revised plans should be included with the integrated paper. Students can choose to view 1 film outside of class (with instructor approval) and complete treatment plan for extra credit.

3. Integrated Paper: (20%)
Each student is asked to write a paper (minimum 8 pages) integrating their views on the subject of substance use and addictive behavior with the information and experiences they had over the semester. The paper should address the specific experiences they chose, films watched, and the most significant learning experiences of the semester. Finally, the paper should address how the student’s personal or professional views were changed or reinforced over the course of the semester. This written assignment is to be in APA format, and free of grammatical and spelling errors. The requested number of pages is the minimum number of text pages required to obtain full credit for the assignment. The page minimum does not include cover, abstract, references, or attachments.

4. Case Analysis: (20%)
Students are expected to complete a formal case analysis. A comprehensive written report including a treatment plan will be completed based on a fictional character dealing with issues related to substance use and addictive behavior. Guidelines will be provided in class for this assignment. This written assignment is to be in APA format, and free of grammatical and spelling errors.

5. Counseling Demonstrations and Experiential Activities: (10%)
Students are expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, group discussions, & group exercises. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

All assignments should be typed. No handwritten work will be accepted. Make-up and late work will only be considered on a one to one basis via communication with the instructor. Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.

Means of Assessment—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:
*Please keep in mind that candidates must model and apply technology in their instruction

**Grading Policies**
State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

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**UTRGV University Policies**

**UTRGV Policy Statements**

The *UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi*. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**Students with Disabilities**: *Required on all syllabi*. Do not modify.
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Mandatory Course Evaluation Period**: *Required on all syllabi*. Do not modify.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18-Dec. 9, 2016. Students who complete their evaluations will have priority access to their grades.

**Attendance**: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Scholastic Integrity**: Recommended on all syllabi.
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: Required on all syllabi. Do not modify.
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity) including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Course Policies

Counseling Demonstrations and Experiential Activities:
Students are expected to attend, participate, and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.
**Make-up Policy:**

Students are expected to participate and **ATTEND EACH SCHEDULED CLASS.** Absenteeism should be reported via e-mail or phone to the instructor and emergencies must be documented in writing. In the case of an emergency, students are expected to telephone/text (956-607-0568) the instructor immediately. Absenteeism (i.e., more than one absence) or frequent tardiness will result in a loss of class participation points and may result in a full grade drop or a failing grade in the course.

It is the student’s responsibility to inquire about class notes, handouts, and/or exercises. Leaving anytime before the end of class without notifying the instructor will be considered an absence (excused/unexcused). Failure to contact the instructor regarding an absence is also considered an unexcused absence and may result in being dropped from the class. Late arrival means arriving to class after it has begun (e.g., classmates are taking a quiz or lecture has begun; i.e. more than 10-15 minutes late).

**No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergencydocumentoated circumstances. “I” grades will not be given in lieu of a failing or poor grade.**

All assignments are expected to be complete and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will be deducted points: 1 day late = -10 points, 2 days late = -20 points, 3 days late = will not be accepted. However, **SOME ASSIGNMENTS WILL NOT BE ACCEPTED LATE,** regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date **DURING class.**

**Written Assignments:**

**All written assignments must be done according to APA guidelines.** The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. *(Grade will reflect writing style.)*

**Student Responsibility:**

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

**Students’ Academic Responsibilities**

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required
assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

**Student Professionalism**

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

**Confidentiality**

Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course.

Due to the nature of the course, absolutely no recording is allowed. All cell phones, iPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

**Attendance Policy**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of
This syllabus subject to change in order to better meet course objectives per discretion of instructor.

each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

Calendar of Activities

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Fall 2016 include:

Aug 29      Fall classes begin
Sept 1      Last day to add or register for Fall classes
Sept 2      Last day to withdraw (drop all classes) for a 80% refund
Sept 5      Labor Day Holiday, **no classes**
Sept 14     Census day (last day to drop without it appearing on the transcript)
Nov 17      Last day to drop (DR grade) a class or withdraw (grade of W)
Nov 18 - Dec 8  Online course evaluations available
Nov 24 - Nov 25 Thanksgiving Holiday, **no classes**
Dec 8      Study Day, **no classes**
Dec 9 – Dec 15 Final Exams

**Tentative Course Topics, Calendar of Activities, Assignments, Test Dates**

*To be determined by instructor.*
Required Reading List for Graduate Students in Counseling & Guidance Program

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


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**Grading Rubric for Integrated Paper**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Activities</th>
<th>Points</th>
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</table>
| **Effectiveness of the Introduction**              | • The focus of the topic is clear and explicit.  
• The reader is aware of the problem or topic to be examined.  
• The introduction is relevant and provides an appropriate overview of the scope and general structure of the paper. | 5      |
| **Currency and relevance of the literature cited** | • Cites studies that are current or relevant.  
• Identifies trends and existing patterns of studies or the field.  
• Identifies strengths and weaknesses in the literature.  
• Notes gaps in the literature.  
• Quotes sources of key terms or concepts. | 5      |
| **Analysis of individual articles and demonstrated knowledge of the topic** | • Demonstrates evidence of knowledge of the topic and of the significance of the topic to diagnosis and treatment planning in counseling.  
• Applies knowledge of different research methods and their purposes to article analysis.  
• Synthesizes how the literature contributes to diagnosis and treatment planning in counseling. | 10     |
| **Effectiveness of Integration Section**           | • Integrates their views on the subject of substance use and addictive behavior with the information and experiences they had over the semester.  
• Addresses the specific experiences chosen, films watched, and the most significant learning experiences of the semester.  
• Reflects how the student’s personal or professional views were changed or reinforced over the course of the semester. | 50     |
This syllabus subject to change in order to better meet course objectives per discretion of instructor.

| Mechanics and Grammar         | • Uses correct grammar, punctuation and spelling.  
|                              | • Writes in complete sentences.  
|                              | • Uses correct paragraph breaks.  
| APA format                   | • Referenced citations are in the correct format.  
|                              | • Statements are cited in the paper as well as in the References.  
|                              | • Use of quotes are appropriate and adequate.  
|                              | • APA guidelines are followed throughout the paper.  
| Coherence and flow of the logic or path of the argument | • The focus of the topic can be followed throughout the paper.  
|                              | • Appropriate words are used and their meanings are clear.  
|                              | • Idioms and colloquialisms are avoided.  
|                              | • A variety of sentence structures are used.  
|                              | • Paragraphs are connected, cohesive, and coherent.  
|                              | • Transitions are used to demonstrate the flow of the logic.  
|                              | • Writing is crisp and clear.  
|                              | • The active voice is used throughout the paper.  
| Total Points: 100            |  

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<td>Describes accurate DSM-5 diagnostic features, criteria, comorbidity, differential diagnosis, and risk factors.</td>
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<td>Develops short-term, intermediate, and long-term goals that are specific, measurable, achievable, realistic, results-oriented, and time-limited.</td>
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<td>Develops an appropriate treatment plan consistent with the student’s theoretical orientation.</td>
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<td></td>
<td>Uses correct grammar, punctuation and spelling.</td>
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</tr>
<tr>
<td></td>
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<td></td>
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</table>
| **APA format** | • Referenced citations are in the correct format.  
• Statements are cited in the paper as well as in the *References*.  
• Use of quotes are appropriate and adequate.  
• APA guidelines are followed throughout the paper. | 15 |
| **Coherence and flow of the logic or path of the argument** | • The focus of the topic can be followed throughout the paper.  
• Appropriate words are used and their meanings are clear.  
• Idioms and colloquialisms are avoided.  
• A variety of sentence structures are used.  
• Paragraphs are connected, cohesive, and coherent.  
• Transitions are used to demonstrate the flow of the logic.  
• Writing is crisp and clear.  
• The active voice is used throughout the paper. | 10 |

**Total Points**: 100