

College of Education and Human Development
Department of Counseling, Health & Kinesiology
 EDCG 5332 Substance Use & Process Addictions
 Fall, 2025

Instructor: Scott Peters, Ph.D., LPC-S

Class Time & Location: Tuesdays, 7:00-9:45; Classroom Hall #204

E-mail & Phone:; speters@tamusa.edu; 784-2532 (office), 473-1433 (cell)

Office Hours: T,W,Th 5:30-6:45

Office Location: Classroom Hall, #214H

If those times do not work, simply let me know and we can schedule a mutually agreed-upon day/time. The most efficient way to contact me is email. If you need to contact me on a more urgent basis, please do not hesitate to call or text me.

Recommended Textbooks:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.)

Possible Supplemental Resources

Case Western Reserve University. *Center for Evidence-Based Practices: Substance Abuse and Mental Illness*; <https://case.edu/socialwork/centerforebp/practices/substance-abuse-mental-illness/integrated-dual-disorder-treatment>

Erowid; <https://www.erowid.org/>

Harm Reduction Coalition; <https://harmreduction.org/>

Linden, D. J. (2011). *The Compass of pleasure: How our brains make fatty foods, orgasm, exercise, marijuana, generosity, vodka, learning, and gambling feel so good*. New York, NY: Penguin.

Monitoring the Future; <http://www.monitoringthefuture.org/>

Motivational Interviewing Network of Trainers; <https://motivationalinterviewing.org/>

National Institute on Drug Abuse; <https://www.drugabuse.gov/>

SMART Recovery <https://www.smartrecovery.org/>

Substance Abuse and Mental Health Services Administration; <https://www.samhsa.gov/>

Texas Education Agency: Substance Abuse Prevention;

https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Substance_Abuse_Prevention/

Texas Education Agency: Substance Abuse Intervention;

https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Substance_Abuse_Intervention/

W., Bill. (1976). *Alcoholics Anonymous : the story of how many thousands of men and women have recovered from alcoholism*. New York :Alcoholics Anonymous World Services,

Course Description:

This 3-credit hour course is designed to provide counselor trainees with a thorough understanding of the nature of use, abuse and dependency/addiction related to alcohol and other legal and illegal substances with special emphasis on the brain, and its impact on behavior. In addition, counselor trainees will understand process addictions such as those related to eating, gambling, and sex. Furthermore, trainees will understand the dynamics of substance use in families, in schools, substance use and mental illness, as well as relapse and recovery. Finally, counselor trainees will understand how to interview and evaluate clients, as well as understand multiple treatment modalities. Prerequisite: EDCG 5327.

Student Learner Objectives:

The following objectives were developed to meet the referenced CACREP standards in the Counseling Curriculum, Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling sections, as well as TEA School Counseling Standards.

- ✓ Students will understand and demonstrate knowledge of the process of use, misuse, and substance dependency/addiction (collectively known as “Substance Use and Misuse” (SUM))
- ✓ Students will understand and demonstrate knowledge of the issues, personal traits, and other factors contributing to the use, misuse, and dependency/addiction process
- ✓ Students will understand and demonstrate knowledge of the role of the brain in the use of abusable psychoactive substances
- ✓ Students will understand and demonstrate knowledge related to co-occurring disorders; the impact of substances on clients’ physical and emotional well-being
- ✓ Students will understand and demonstrate knowledge of how substances impact individuals from childhood through adulthood; couples and families
- ✓ Students will understand and demonstrate knowledge of the nature of process addictions
- ✓ Students will understand and demonstrate knowledge on how to interview clients to determine provisional diagnoses and level of treatment
- ✓ Students will understand and demonstrate knowledge of evidenced-based and novel methods of treatment
- ✓ Students will understand and demonstrate knowledge of the nature and components of recovery, including lapse and relapse

CACREP Standards:Section 2: Professional Counseling Identity
Counseling Curriculum

3. Human Growth and Development

- d. Theories and etiology of addictions and addictive behaviors

Section 5: Entry-Level Specialty Areas
C. Clinical Mental Health

1. Foundations

- d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. Contextual Dimensions

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

F. Marriage, Couple, and Family Counseling

2. Contextual Dimensions

- h. Impact of addiction on marriages, couples, families

G. School Counseling

2. Contextual Dimensions

- i. Signs and symptoms of substance abuse in children and adolescents as well as the sign and symptoms of living in a home where substance use occurs

TEA School Counseling Standards:**Domain I – Understanding 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.

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and

Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Also, I'd appreciate it greatly if you did not employ the use of AI tools (other than for grammar, spelling)... Thanks

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

With that...a student is allowed 2 absences without consequences. However, a 3rd absence will result in a letter grade drop. So, be judicious about the reasons you are absent. The only excused absences are (a) COVID, (b) military obligations, (c) religious obligations

***In addition, an absence the week before the 2nd 3rd exams will result in you needing to take the exam solo...**

Please know that while I am aware that life and life challenges often occur without notice; attendance, punctuality, and participation are crucial in successfully demonstrating competence in this course. Should circumstances impact your being present, it may be prudent to drop, then re-take the course.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a

reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Incompletes

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us

at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

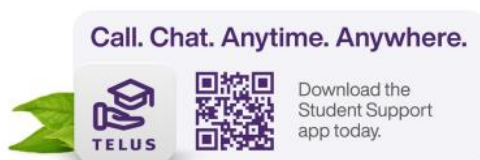
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff

to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence

or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Important Dates:

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>.

Grading Policy

A=	90-100
B=	80-89
C=	70-79
D=	61-69
F=	Below 60

<u>CACREP/TEA</u>	<u>Assignment</u>	<u>Due Date</u>	<u>Percentage</u>
5.C.2.e.; 5.F.2.h.; 5.G.2.i. 2.F.3.d.; 5.C.1.d.	Exam I	9/30	15 %
5.C.2.e.; 5.F.2.h.; 5.G.2.i. 2.F.3.d.; 5.C.1.d.	Exam II	11/4	20%
2.F.3.d.; 5.C.1.d.; 5.C.2.e.; 5.F.2.h.; 5.G.2.i. TEA003	Final Exam	12/9	20%
2.F.3.d.; 5.C.1.d.; 5.C.2.e.; 5.F.2.h.; 5.G.2.i. TEA 003	Substance Use and Process Addictions' Manuscript	11/25	20 %

Course Requirements**Class Participation, Preparation**

25 %

Students are expected to be fully prepared and actively engaged in class discussion and counseling skill development (& on time)

Substance Use and Process Addictions' Manuscript

20 %

Students will write a minimum nine-page APA formatted paper.
Please see below for details and scoring rubric.

<u>Exam 1</u>	15 %
Written exam; Multiple choice, short answer, and case scenarios	
<u>Exam 2</u>	20 %
Oral exam, case scenarios	
<u>Exam 3</u>	20 %
Oral exam, case scenarios	
	100 %

Note:

While there are percentages assigned for each above-referenced requirement, please understand, each one must be successfully completed in order to earn a passing grade in this course.

Also, I do not deduct points for a manuscript that is late....BUT, due to the volume of manuscripts I read and evaluate, if a manuscript is late, I may not be able to evaluate and assign a grade. This naturally results in potentially repeating the course.

Substance Use and Process Addictions' Manuscript

Students will choose a topic from the course or area of interest (related to the course), approved by the instructor. Examples may include: Substance use in families, co-occurring disorders, harm reduction, and motivational interviewing. The area will be directly related to their specialty area (SC, CMHC, MCFC). The APA-formatted paper will be at a minimum of nine full text pages, and will include a cover page, abstract, and reference page (12 total pages). The manuscript will address the topic in terms **one** of these areas; (a) research, (b) novel approaches, (c) position, (d) comparing/contrasting, or (e) providing information to an audience. At least six references will be cited in the manuscript.

*Please look over the "Manuscript Hints" document I provided **before** submitting your manuscript to me. Make sure the title page, abstract, main text, and reference page look like those in the document. Also, make certain you have followed the hints.*

Please submit them in Word document format to speters@tamusa.edu. Also, when submitting, please write a message in the body of the email; i.e. "Scott, here's my manuscript.", Dr. Peters, I think this manuscript is my best work."

Scoring Rubric is as follows: (points)

Dimension	25	20-24	19-23	.>19	Total
-----------	----	-------	-------	------	-------

Manuscript was 12 total pages	All pages were included	Most, but not all, pages were included	Several text or other pages were missing	Several pages were not included	
Manuscript had no APA mistakes	Manuscript followed APA format in totality	Very minor APA errors	Some major APA errors	Numerous minor and major APA errors	
Six references were cited	Required number of references were cited	Either all six were not cited or some were of poor quality	Few references cited or some were of poor quality	Few references or quality references	
Manuscript was exceptionally well written, cogent and clear	Manuscript was exceptionally well written	Manuscript was, for the most part, well written	Manuscript was moderately well written	Manuscript was poorly written. Reader had difficulty following themes and direction	

Schedule of Course Activities

Date CACREP/TEA Topic(s) Discussed Selected Reading(s) Assignments

8/26	2.F.3.d.	Introduction, Syllabus, Course expectations;		
9/2	2.F.3.d.	<i>The Compass of Pleasure</i>	<i>The Compass of Pleasure</i>	
9/9	2.F.3.d.; 5.C.1.d.	Substance Related and Addictive Disorders, Substance Classification	DSM-V, Chapter 16; EROWID	
9/16	2.F.3.d.; 5.C.1.d.	Substance Related and Addictive Disorders Substance Classification	DSM-V, Chapter 16; EROWID	
9/23	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Harm Reduction, Interviewing, Evaluating, Intervening	<u>Harm</u> <u>Reduction</u> <u>Coalition</u>	

		Lecture and case scenarios assessing substance using clients		
9/30	2.F.3.d; 5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Co-Occurring Disorders; Interviewing, Evaluating, Intervening, Counselor Roles, Models of Addiction	Counselor Roles, Models of Addiction	Exam I
10/7	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Motivational Interviewing; Interventions	Motivational Interviewing Network of Trainers	
10/14	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Motivational Interviewing; Interventions		
10/21	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Motivational Interviewing; Interventions	Handouts	
10/28	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Brief Interventions Interviewing, Evaluating, Intervening Treatment programs; 12-step programs/Self- help groups; Interviewing, Evaluating, Intervening	Alcoholics Anonymous, websites	
11/4		Exam II (oral, performance)		
11/11	2.F.3.d.; 5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Process addictions; Treatment programs; 12-step programs/Self- help groups; Interviewing, Evaluating, Intervening	Handouts	
11/18	5.C.2.e.; 5.F.2.h.; 5.G.2.i; TEA Compete- ncy 003	Youth Substance Use: Substance Use and Families; Interviewing/Assessing/Intervening Lecture and case scenarios, assessing youth for substance use, impact on academic achievement, school discipline	Substance Abuse and Mental Health Services Administration; National	

			Institute on Drug Abuse	
11/25	5.C.2.e.; 5.F.2.h.; 5.G.2.i; TEA Compete- ncy 003	Youth Substance Use: Substance Use and Families; Interviewing/Assessing/Intervening Lecture and case scenarios, assessing youth for substance use, impact on academic achievement, school discipline	Substance Abuse and Mental Health Services Administration; National Institute on Drug Abuse	Manuscript due
12/2	5.C.2.e.; 5.F.2.h.; 5.G.2.i.	Recovery, Challenges, opportunities	Handouts	
		Study day		
12/9		Final Exam (oral, performance)		

* Schedule subject to change depending upon understanding of content and level of participation.

* Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility

Our research librarian is: Kimberly Grotewold

Kimberly.Grotewold@tamusa.edu

210-784-1519