



TEXAS A&M UNIVERSITY
SAN ANTONIO

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

Instructor: Vanessa Gill, Ph.D., LPC-S
Office: Classroom Hall 214-K
Office Hours: Tuesday & Wednesday
1:30PM-3:30PM or by appointment
Office Phone: (210) 784-2728

Semester: Fall 2026
Class Day: Tuesday
Class Time: 7:00 PM – 9:45 PM
Class Location: Classroom Hall 303
Email: vgill@tamusa.edu

Required Textbook:

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

Publication Manual of the American Psychological Association (7th Edition).

See Blackboard for required readings and videos.

Recommended Reading

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.* 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;



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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. 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.

Learning 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



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- ✓ 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

Specialty areas in CACREP- Addiction Counseling

Section 5:	Entry Level Specialized Practice Areas
A.1 Clinical Mental Health	History; theories and models of substance-related and process addictions; self-help; biopsychosocial conceptualization and treatment planning; effects on clients and significant others; and addiction-specific assessment.
C.1.d. Clinical Mental Health	Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
C.2.e. Clinical Mental Health	Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical and psychological disorders
F.2.h. Marriage, Couple, and Family Counseling	Impact of addiction on marriages, couples, families
G.2.i. School Counseling	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



Course Format and Participation

Class meetings will combine lecture, discussion, demonstrations, and experiential activities. These activities are designed to introduce, expand, clarify, and critically examine concepts presented in the textbook and assigned readings.

Students are expected to:

- Attend class regularly and arrive on time.
- Complete assigned readings and other course materials before the scheduled class meeting.
- Participate actively and respectfully in discussions, practice activities, and small-group learning experiences.
- Integrate ideas from readings, class discussions, and experiential activities into course assignments.
- Communicate with the instructor as soon as possible when circumstances may affect attendance or assignment completion.

Regular class attendance at the graduate level is required and expected. Punctual attendance is expected. Arriving late, leaving early, or engaging in distracting behavior disrupts the learning environment. Please let the instructor know in advance, personally or by email, if you know you will not be able to attend a class. Class attendance includes timely arrival to the class and returning at the agreed-upon time from breaks.

Assessment Experience

Throughout the course, students will complete examinations, reflective writing, collaborative learning activities, experiential learning opportunities, and a final personal reflection. These assignments are designed to strengthen students' understanding of substance use disorders and process addictions; develop culturally responsive, ethical counseling knowledge and skills; and promote critical reflection on the counselor's role in prevention, assessment, treatment, recovery, and continuing care.

Students are expected to engage respectfully with course content and with the lived experiences of individuals, families, and communities affected by addiction. Discussions, written work, and presentations should use person-centered, non-stigmatizing language and demonstrate attention to cultural, ethical, social, and contextual factors that shape substance use, process addictions, and recovery.

Examinations

Students will complete an examination that assesses understanding and application of course readings, lectures, class discussions, and assigned learning activities.



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Examination	Content	Weight
Exam 1— Midterm	Course content covered during the first half of the semester	20%

Examination may include multiple-choice, true/false, short-answer, case-based, and/or application questions. Questions may require students to apply course concepts to realistic counseling situations, including assessment, diagnosis, treatment planning, recovery support, ethical decision-making, and culturally responsive counseling practice.

Additional information regarding examination format, testing procedures, permitted materials, and deadlines will be provided by the instructor.

Journal Entries

Students will complete four journal entries throughout the semester. Collectively, journal entries are worth 15% of the final course grade.

Journals are intended to enhance students' understanding of the complex dynamics and challenges experienced by individuals, families, and communities affected by substance use and process addictions. Journal topics may address course readings, class discussions, media, case examples, recovery-oriented practices, ethical dilemmas, counselor self-awareness, cultural considerations, and emerging issues in addiction counseling.

Journal entries should demonstrate thoughtful engagement with course material rather than simply summarize assigned readings. Students should integrate relevant concepts, use professional and non-stigmatizing language, and reflect on how their developing understanding may influence future counseling practice.

When appropriate, journal entries should address:

- Connections between course concepts and the lived experiences of individuals affected by addiction.
- Cultural, social, family, community, and systemic influences on substance use, process addictions, treatment access, and recovery.
- Personal assumptions, reactions, values, or biases that may influence counseling work.
- Ethical responsibilities and professional boundaries in addiction counseling.
- Implications for culturally responsive, trauma-informed, recovery-oriented counseling practice.

Specific journal prompts, submission procedures, length requirements, and due dates will be provided by the instructor.



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Special Interest Presentation

Students will work collaboratively in groups to deliver a 15-minute oral presentation on evidence-based, culturally responsive approaches to addiction counseling for a selected population. This assignment is worth 15% of the final course grade.

The purpose of the presentation is to demonstrate students' ability to critically analyze the unique needs of a specific population affected by substance use disorders, identify appropriate assessment and diagnostic considerations, evaluate evidence-based interventions, and connect clients with relevant community resources and continuing-care supports.

Groups may select one of the following populations or propose another population for instructor approval:

- Women with substance use disorders.
- Military veterans with substance use disorders.
- LGBTQ+ individuals with substance use disorders.
- Racially and ethnically marginalized individuals with substance use disorders.
- Individuals who hold professional licenses and experience substance use disorders.
- Individuals with co-occurring mental health and substance use disorders.

Presentation requirements

- Duration: 15 minutes.
- Format: Oral presentation with presentation aids, such as slides, handouts, brief activities, or audiovisual materials.
- Submission: Submit presentation slides or handouts through Blackboard by 1:00 p.m. on the assigned due date.
- Sources: Include a reference list with at least four scholarly sources in APA 7th edition format.
- Participation: All group members are expected to contribute meaningfully to research, preparation, presentation delivery, and responses to questions.

Content criteria: 80 points

Cultural competence—20 points

- Identify and analyze at least three cultural, social, contextual, or systemic factors relevant to the selected population.
- Explain how these factors may influence substance use patterns, help-seeking, assessment, treatment engagement, recovery, stigma, and access to care.

Assessment and diagnosis—20 points

- Describe at least two appropriate assessment tools, screening approaches, or clinical assessment strategies.
- Demonstrate application of DSM-5 diagnostic criteria while attending to cultural context, differential diagnosis, co-occurring concerns, and the limitations of diagnostic labeling.



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Evidence-based interventions—20 points

- Present at least three evidence-based treatment approaches appropriate for the selected population.
- Justify the selected interventions using empirical research, clinical relevance, cultural responsiveness, and recovery-oriented principles.

Community resources and continuing care—20 points

- Identify at least two specific community resources, mutual-help groups, recovery supports, or continuing-care services relevant to the selected population.
- Describe elements of culturally responsive treatment, referral, advocacy, and recovery support.

Presentation quality: 20 points

- Clear, engaging, and professional delivery: 5 points.
- Logical organization and coherent flow of information: 5 points.
- Effective and appropriate use of presentation aids: 5 points.
- Demonstrated equitable contribution from all group members: 5 points.

Rubric for grading: 100 points possible

Criteria	Points
Four content areas: cultural factors, assessment and diagnosis, evidence-based treatment, and community resources/continuing care	80
Organization, clarity, engaging delivery, demonstrated content knowledge, and effective presentation aids	15
Collaborative group effort demonstrated through equitable member contribution	5
Total	100

Experiential Activities

Students will complete two experiential activities during the semester. Together, these activities are worth 30% of the final course grade.

The purpose of the experiential activities is to help students connect course concepts with real-world addiction and recovery contexts; deepen understanding of the experiences of individuals affected by addiction; and reflect on the counselor's ethical, cultural, and professional responsibilities.

Students may select two experiences from approved options, including:



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- Touring a rehabilitation, detoxification, outpatient, recovery residence, or other addiction-treatment facility.
- Attending an open recovery-oriented meeting, such as Alcoholics Anonymous, Narcotics Anonymous, SMART Recovery, Al-Anon, or another instructor-approved community support meeting.
- Viewing an instructor-approved film, documentary, or other media focused on addiction, recovery, treatment, family impact, or process addictions.
- Interviewing a chemical dependency counselor or another qualified addiction-treatment professional.
- Completing another instructor-approved experiential activity related to substance use, process addiction, prevention, treatment, recovery, or continuing care.

Students must comply with all expectations for confidentiality, respect, professionalism, and ethical conduct. Students should not identify meeting participants, clients, staff members, organizations, or any other individuals in their written work unless the information is publicly available and inclusion is approved by the instructor. Students must not record meetings, interviews, or treatment settings unless explicit written permission has been obtained and the activity has been approved by the instructor.

Experiential reflection essay

Following each activity, students will submit a 4-5 page reflection essay. The essay should go beyond description of the activity and demonstrate meaningful integration of experience, course content, counselor self-awareness, and future professional practice.

Address the following questions in your reflection:

1. What was most meaningful, surprising, or challenging about this experience?
2. How did the activity deepen, complicate, or change your understanding of addiction, recovery, or addiction counseling?
3. What course concepts, theoretical perspectives, or counseling principles did you observe, recognize, or reconsider through this activity?
4. What did the experience reveal about the needs, strengths, barriers, or recovery processes of individuals, families, or communities affected by addiction?
5. What personal assumptions, values, emotional reactions, or biases became more visible to you through the activity?
6. How might cultural identity, social context, stigma, trauma, access to care, or systems-level barriers shape the experiences represented in this activity?
7. What ethical or professional considerations emerged, including issues related to confidentiality, boundaries, counselor role, informed consent, or advocacy?
8. How will you apply the insights gained from this experience to your future work as a counselor?



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Experiential Activities Rubric:

Criteria	Full Credit	Partial Credit	Limited Credit	Points
Assignment Requirements	Completes an approved activity; meets the 4–5 page requirement; protects confidentiality; and follows professional and ethical expectations.	Meets most requirements but has a minor omission in length, organization, or documentation.	Does not meet key requirements, including activity approval, length, confidentiality, or professionalism expectations.	3
Reflection and Course Connection	Moves beyond description to provide meaningful reflection and clearly connects the experience to course concepts, addiction/recovery counseling, or client and family experiences.	Includes reflection and course connections, but discussion is somewhat general or uneven.	Primarily describes the activity with minimal reflection or course integration.	5
Self-Awareness and Ethical/Cultural Insight	Thoughtfully examines personal reactions, assumptions, values, cultural considerations, and/or ethical responsibilities relevant to counseling practice.	Identifies relevant personal, ethical, or cultural considerations with limited depth.	Gives little attention to self-awareness, ethical responsibilities, or cultural context.	4
Future Counseling Application	Identifies specific, realistic ways the learning will inform future counseling practice, advocacy, referral, prevention, consultation, or professional development.	Identifies a general future application.	Does not clearly explain how the learning applies to future professional practice.	2
Writing Quality	Clear, organized, professional writing with few errors.	Generally understandable, with some errors or organizational concerns.	Frequent errors or unclear writing interfere with meaning.	1
		Total per Essay		15



Final Capstone Paper

Students will complete a 4-5 page personal reflection essay at the end of the semester. This assignment is worth 20% of the final course grade.

The purpose of the personal reflection essay is to help students synthesize their learning across the course and identify areas of professional growth as emerging addiction counselors. Students should thoughtfully consider how their knowledge, attitudes, values, skills, and professional identity have developed throughout the semester.

The essay should address:

- A. What learning from this course has stayed with you most, and why?
- B. How has your understanding of substance use disorders, process addictions, recovery, or counseling changed over the semester?
- C. What have you learned about the experiences of individuals, families, and communities affected by substance use or behavioral addictions?
- D. What ethical questions, responsibilities, or dilemmas feel most important to you as an emerging addiction counselor?
- E. In what ways has this course strengthened—or stretched—your cultural humility and ability to work respectfully across differences?
- F. What knowledge, skills, or professional qualities do you feel most prepared to bring into counseling practice?
- G. Where do you still feel uncertain, challenged, or in need of further development?
- H. How has this course shaped your developing professional identity as a counselor?
- I. What is one concrete commitment you will carry forward to support clients, families, or communities affected by addiction?

Final Paper Rubric:

Criteria	Full Credit	Partial Credit	Limited Credit	Points
Assignment Requirements	Meets length requirement and thoughtfully addresses at least 6 questions.	Meets most requirements but is somewhat incomplete.	Does not meet length and/or question requirements.	4
Course Learning	Thoughtfully synthesizes significant learning about addiction, recovery, treatment, and counseling practice; demonstrates strong	Identifies course learning but connections are general.	Shows limited engagement with course learning.	5



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Criteria	Full Credit	Partial Credit	Limited Credit	Points
	understanding of course content.			
Professional Growth	Demonstrates thoughtful self-awareness, including growth, strengths, values, challenges, or developing counselor identity.	Identifies growth or challenges with limited depth.	Gives minimal reflection on personal or professional growth.	5
Future Application	Identifies specific ways learning will inform future counseling practice and continued development.	Identifies general future applications.	Does not clearly address future practice or growth.	4
Writing Quality	Clear, organized, professional writing; meets the 4–5-page requirement and uses appropriate APA style with few or no errors.	Generally clear and organized; meets most requirements, with minor writing or formatting errors.	Organization, clarity, or frequent errors interfere with meaning.	2
		Total		20

Course Evaluation

Course requirement	Weight
Exam 1 - Midterm	20%
Final Capstone Paper	20%
Journal entries - 4	15%
Special Interest presentation	15%
Experiential activity - 1	15%
Experiential activity - 2	15%
Total graded percentage	100%



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All assignments must be completed and submitted to pass the course. Failure to complete a required assignment, including the pass/fail recorded clinical assessment session, will result in a failing course grade.

Final letter grades are assigned as follows:

Percentage	Letter grade
90–100	A
80–89	B
70–79	C
Below 70	F

A grade of C or below requires the student to repeat the course, consistent with program policy.

Recommended or supplemental readings

American Association for Marriage and Family Therapy (2015). Code of ethics. https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association (2014). 2014 ACA Code of Ethics. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). ASCA ethical standards for school counselors. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Texas Education Agency (2018). The Texas model for comprehensive school counseling programs (5th ed.). <https://tea.texas.gov/>

Course Policies

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.

- It is imperative that you are there for all class meetings to interact and share your questions and understanding with your classmates as well as meet the CACREP requirement. On your 3rd absence (regardless of reason) You will lose one grade level. For example, if your final grade shows a 'B' and you have 3 absences, your



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final grade will be 'C'. Any additional absences after the 3rd will also result in you being dropped from the class. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving at class late twice (more than 15 minutes) will be considered an absence. You will be counted absent, for the entire class, if you arrive 30 minutes after the class has started.

- The only excused absences will be illness with a doctor's note, or death in the family with copy of an obituary.

Dispositions

In addition to developing academic and clinical skills, professional behavior and competence is expected in your role as a counseling student.

- CACREP defines dispositions as "...the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015).
- It is expected in this class that you will engage in professional and respectful interaction with your professor and your colleagues, with consideration of the course content.
- If your dispositional behavior is determined to be problematic, this could both impact your grade for this class and result in a referral to the Student Evaluation Committee (SEC) or a Fitness to Practice (FTP).
- Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable behaviors for counseling professionals. Students engaging in these behaviors will be counseled.
- Students must treat classroom engagements as they would with colleagues in a professional agency/counseling environment.

Communication

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, you should make sure your account is active and make plans to check the account regularly. You can expect a response from me within 48 hours (excluding weekends and university-recognized holidays). I will expect a response within 48 hours (excluding weekends and university-recognized holidays) when I send you a message.

Cell Phone/Electronic Device Usage



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Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

Late Assignments

Assignments must be completed by the due dates in the course calendar. A penalty of 10% per day will be applied to all work that is submitted late. The determination of exceptional circumstances that might lead to modification of this policy is the prerogative of the instructor and must be requested before the due date. A zero will be automatically assigned if your assignment is past the due date.

Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the semester. Assignments from previous semesters will not be accepted.

Assignments Use of Generative AI Permitted Under Some Circumstances

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

TEExS Competencies (COE)

- 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.



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- 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, which 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 can 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

University Policies, Procedures, and Resources

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All



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students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found



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at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in real time with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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



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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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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



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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.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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



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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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online



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Schedule of Course Activities

Date & CACREP	Topics Discussed	Materials to complete	Assignments Due
Aug. 25 Module 1 5.A.1 5.C.1,2	Class expectations; history and development of addiction counseling; systems approaches	NIDA: Drugs, Brains, and Behavior—The Science of Addiction Video: The Stigma of Addiction	Small groups assigned
Sep. 1 Module 2 5.A.1,2 5.C.3,4	Biopsychosocial factors in addiction	NIDA: Drugs, Brains, and Behavior - What is drug addiction; Drugs and the Brain SAMHSA: Behavioral Health Equity Report	Journal Due 9/1 Class time for small groups
Sep. 8 Module 3 5.A.3 5.A.6 5.C.4,5,1	Addiction assessment, diagnosis, initial assessment, measurable outcomes, and cross-addiction	SAMHSA TIP 42: Chapter 3—Screening and Assessment ; DSM-5-TR SUD criteria overview, NIDA Video: Addictive Disorders, Part 1 Addictive Disorders, Part 2	
Sep. 15 Module 4 5.A.2 5.A.9, 10 5.C.10	Specific populations; cultural factors relevant to addiction	SAMHSA TIP 59: Core Competencies ; Video: The Web of Addiction	Journal Due 9/15 Group Presentations
Sep. 22 Module 5 5.A.3 5.A.6 5.C.5,6, 1,2	Treatment process; Interviewing, Evaluating, Intervening	Harm Reduction Coalition SAMHSA TIP 57: Trauma-Informed Care in Behavioral Health Services—Chapter 3 SAFE-T Suicide Assessment Five-Step Evaluation and Triage	Group Presentations



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Sep. 29 Module 6 5.A.4 5.A.6 5.C.3, 2	Brief Interventions, case conceptualization, evidence-based strategies, and interviewing	SAMHSA TIP 50 - Part 1 for substance abuse counselors Video: The Most Extreme Effects of Alcohol Addiction	Journal due 9/29 Group Presentations
Oct. 6 Module 7 5.A.8, 9 5.A.11 5.C.1,3, 11-13	Counseling approaches and family impacts; community-based resources	SAMSHA TIP 39 – SUD Tx & Family Therapy (Ch 4) Video: Family Grieving Process Addiction affects the entire family Stevi Rae's RX awareness	Group Presentations
Oct. 13 Module 8 5.A.1 5.A.4,5 5.A, 9,10 5.C.10, 2	You do not need to come to class to take this exam. I will be here if you would like to take it in class.	Midterm Exam (consists of multiple choice and short answer items)	
Oct. 20 Module 9 5.A.1 5.A.7 5.C.4.5, 7-8	Neurological, medical, and psychological disorders; co-occurring disorders; compulsive/process behaviors	SAMHSA TIP 42 Screening and TX of Co-Occurring Disorders Video: We Need to Talk about Sex Addiction Why are Drugs So Hard to Quit?	Experiential activity (1 of 2) due
Oct. 27 Module 10 5.A.6 5.A.11,12,13 5.C.3.9,12, 13.3	Case conceptualization; ethical and legal considerations in client care; Youth substance Use	Adolescent Assessment Tools Teen Drug Use 2025 Adult children of alcoholics Teen conversation starters Impacts on children	
Nov. 3 Module 11 5.A.2, 4,6 5.C.2, 5	Relapse prevention, Grief and loss in addiction; case conceptualization; shame, stigma, therapeutic language	Video: Recognizing the Signs of Relapse Gorski's Relapse Prevention Model Pt 1 Gorski's Relapse Prevention Model Pt 2	Journal due 11/3



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Nov. 10 Module 12 5.A.4,5,6 5.A.8,9 5.C.3.2	Client resilience, motivational interviewing, and evidence-based practices	<u>SAMHSA TIP 35, Chapter 1: A New Look at Motivation</u> <u>SAMHSA TIP 35, Chapter 2: Motivational Counseling and Brief Intervention</u>	
Nov. 17 Module 13 5.A.4,5,6 5.A.8,9 5.C.3.2	Case conceptualization; evidence-based practice; 12 step & peer support	<u>SAMHSA TIP 35, Chapter 3: Motivational Interviewing as a Counseling Style</u> <u>Talking to your clients about AA</u> Intherooms.com	Experiential activity (2 of 2) due
Nov. 24	No Class	Thanksgiving Break	
Dec. 1 Module 14 3.G.9,10,12,1 3,14,16 5.A.3 5.G.9 1.B.C.D.E.3	Course review; professional development; counselor self-care	<u>Supporting Recovery: Tools and Compassionate Care to Prevent Returning to Alcohol</u>	
Dec. 8 Module 15	We will not meet in class.	Capstone Final paper due, the link is on BB	Have a relaxing break!

* Changes may be made to the course schedule or syllabus. The general policies and learning objectives will not change. The details of the assignments and the schedule may change. I will give you advance notice of all changes.