



EAST TENNESSEE STATE  
UNIVERSITY

Clemmer College  
Department of Counseling and Human Services

COUN 5549.001  
Substance Abuse Counseling  
Spring 2021  
Monday 2:00pm – 4:50pm

## Syllabus

### Contact Information

**Instructor:** Mickey E. White, PhD, NCC, BC-TMH

**Email:** whiteme@etsu.edu

**Phone:** (423) 439-7425

**Office:** Warf-Pickel 316

### Instructor Availability

Office Hours: Monday & Tuesday 10:00am – 12:00pm; Wednesday 2:00pm – 4:00pm & by appointment.

Please note: if you have specific concerns I request that you make an appointment or advise me of your desire to meet so that I can review any necessary items and best prepare to meet your needs.

I prefer to be contacted by email, and it is the best way to receive a timely response from me. My typical response time is within 2 business days during the week. If you have not heard from me in that time, please feel free to send me a follow-up email. I do not regularly check email over the weekend or in the evenings, so responses may take longer in those instances. Please feel free to contact me with questions.

### Meetings and Location

Classroom: Warf-Pickel 311

Class Meeting Schedule: Mondays 2:00 pm – 4:50 pm

## Course Information

### Credit Hours

3 credit hours

### Course Description and Purpose

This course will train counselors to work with individuals and families who have substance abuse disorders. The course will focus on the following areas of substance abuse: legal and ethical issues, physiology; psychological, cultural, and gender factors and issues; counseling techniques with individuals and families; and preventative measures for substance abuse.

### Course goals

Students completing this course will gain a comprehensive overview of the substance abuse field and will begin to develop skills in substance abuse counseling. The course will facilitate and support reflective thinking as that is an important aspect of developing human beings. Cultural and gender differences and similarities are addressed within the context of substance abuse counseling. Assessment and diagnostic application are practiced.

### Course Objectives

#### Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

As a result of successfully completing this course, students are expected to be able to:

| <i>Social and Cultural Diversity</i>   | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                     |
|--|------------------------|---|
| 1. the effects of power and privilege for counselors and clients                             | 2.F.2.e                | Lecture and discussion; Week 6 Materials; Critical Analysis Paper 1       |
| 2. help-seeking behaviors of diverse clients   | 2.F.2.f                | Lecture and discussion; Week 6 Materials; Critical Analysis Paper 1       |
| 3. the impact of spiritual beliefs on clients' and counselors' worldviews                    | 2.F.2.g                | Lecture and discussion; Week 5 Materials; Critical Analysis Paper 2       |
| <i>Human Growth and Development</i>  | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                     |
| 1. theories and etiology of addictions and addictive behaviors                               | 2.F.3.d                | Week 2 & 4 lectures and discussion  |
| <i>Counseling and Helping Relationships</i>  | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                     |
| 1. developmentally relevant counseling treatment or intervention plans                       | 2.F.5.h                | Week 9 lecture and discussion; In-class activity                          |
| 2. development of measurable outcomes for clients  | 2.F.5.i                | Week 9 and 10 lecture and discussion; <b>Final case conceptualization</b> |
| <i>Group Counseling and Group Work</i>   | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                     |
| 1. characteristics and functions of effective group leaders                                  | 2.F.6.d                | Week 12 lecture and discussion; Final case conceptualization              |
| 2. approaches to group formation, including recruiting, screening, and selecting members     | 2.F.6.e                | Week 12 lecture and discussion  |
| 3. types of groups and other considerations that affect conducting groups in varied settings | 2.F.6.f                | Week 12 lecture and discussion  |

| <i>Research and Program Evaluation</i>   | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                      |
|--|------------------------|--|
| 1. identification of evidence-based counseling practices   | <i>2.F.8.b</i>         | Week 1 & 10 lectures and discussion  |
| <i>Clinical Mental Health Counseling</i>   | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                      |
| 1. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning  | <i>CMHC C.1.c</i>      | Week 9 and 10 lectures and discussion; <b>Final case conceptualization</b> |
| 2. neurobiological and medical foundation and etiology of addiction and co-occurring disorders   | <i>CMHC C.1.d</i>      | Week 2, 4, & 7 lecture and discussion                                      |
| 3. psychological tests and assessments specific to clinical mental health counseling   | <i>CMHC C.1.e</i>      | Week 7 lecture and discussion; <b>Final case conceptualization</b>         |
| 4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders   | <i>CMHC C.2.b</i>      | Week 7 & 10 lecture and discussion   |
| 5. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks  | <i>CMHC C.2.c</i>      | Week 9 & 11 lecture and discussion; <b>Final case conceptualization</b>    |
| 6. 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) | <i>CMHC C.2.d</i>      | Week 7 & 9 lecture and discussion; <b>Final case conceptualization</b>     |
| 7. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders   | <i>CMHC C.2.e</i>      | Week 7 lecture and discussion; <b>Final case conceptualization</b>         |
| 8. impact of biological and neurological mechanisms on mental health   | <i>CMHC C.2.g</i>      | Week 2 lecture and discussion; <b>Final case conceptualization</b>         |
| <i>School Counseling</i>   | <i>CACREP Standard</i> | <i>Curriculum/Evaluation Outcomes</i>                                      |
| 1. 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  | <i>SC G.2.i</i>        | Week 12 lecture and discussion   |

Note: Bold indicates key assignments.

### Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, assigned readings, and lecture will be used in our exploration of this topic.

## Course Requirements

### Textbooks and Readings

It is important that you complete all required reading prior to class\*. There is a significant amount of foundational material in the textbook that will not be covered in class meetings, and it is expected that you will come to class prepared to build on information from the text. This frees up our class time for discussion, critical exchange of ideas, and activities, so come to class prepared to start and engage in discussion about the required reading and other course materials.

### Required texts:

Brooks, F., & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. (2nd Edition). American Counseling Association.\*\*  
Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. North Atlantic Books.

Additional readings as assigned in D2L.

\*Additional reading, audio/listening, and video viewing as assigned, including those noted on the course schedule. All reading, video viewing, and audio/listening homework assignments must be completed prior to class meetings.

\*\*The Charles C. Sherrod Library at ETSU has an electronic copy of this textbook available (see D2L and/or welcome email)

## Course Policies and Expectations

### Classroom and Communication Policies

#### Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s).

#### Attendance and Participation

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about these issues demonstrates professionalism. Please contact me if you become aware you will miss class or after missing class. Repeated absences/lateness/failure to communicate may result in a reduction of your final grade.

*Specific to on-ground courses during COVID-19:* To the best of current scientific knowledge, vaccination against COVID-19 and personal protection measures, such as masks and social distancing, are our best strategies to lessen the impact of the ongoing COVID-19 pandemic. Whether ETSU has mask mandates in place for classes or not, I encourage you to protect yourself and your peers (and your/their families) by *properly* wearing masks during our class time. In cases where you forget/do not have a mask, one will be provided to you.

Additionally, during times where there are any university or governmental mask mandates, all students and instructors will be required to wear proper masks for the duration of class. If you choose to not wear a mask during this time, you will not be allowed to attend class and will receive an unexcused absence for the day. If you are concerned about your level of exposure and safety, please contact the instructor. Additionally, if you have a suspected or confirmed exposure to COVID-19 or are experiencing symptoms, contact the instructor for directions on attending class virtually.

*Specific to online synchronous courses:* During class time, you are expected to keep your camera turned on and to maintain professionalism during class time (i.e., not attending class from bed or underneath blankets on the couch). In case of technology failure or difficulty, please consult with the instructor as soon as possible. Please refrain from having other tabs open during class unless indicated by the instructor.

### **Course Ground Rules**

You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email
  - Always include a subject line with the course number.
  - Always include a proper greeting and use proper grammar when composing an email.
  - Please include your name and the course number in the body or subject line of the email.
  - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
  - Respect the privacy of other class members.
  
- Discussion groups
  - Review the discussion threads thoroughly before entering the discussion.
  - Try to maintain threads by using the "Reply" button rather than starting a new topic.
  - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.

- Be patient and read the comments of other group members thoroughly before entering your remarks.
  - Be positive and constructive in group discussions.
  - Respond in a thoughtful and timely manner.
- Additional resources
    - [Netiquette](#)
    - [UFL Netiquette Guide](#)

### **Confidentiality and Respectful Dialogue**

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

### **Other Course Policies**

Cellular phones and other communication devices should be turned off/to silent during class.

## **Course Assignments**

Assignments should be submitted via D2L using the Dropbox function. Key Assignments should also be submitted using Tevera. You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

## Writing Style

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

## Assignments

### Attendance + Participation (5 points)

Due to the experiential nature of this course, attendance and engagement are essential. If necessary, students may miss one class with a valid excuse and not face penalties related to their grade (*yet students are encouraged to save this absence for illness or emergencies that may arise*). Furthermore, the experiential nature of the course also requires active participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation or preparedness for class.

### Key Assignment: Final Case Conceptualization (40 points)

Students will write a case-study paper (i.e., a narrative account of your work with a client) based on a character from an approved movie (*Lady Sings the Blues, Rachel Getting Married, 28 Days, Flight, Country Strong, Trainspotting, A Star is Born, Half Nelson, Smashed, Walk the Line*) or a novel pertaining to addiction, such as *A Piece of Cake* (Cupcake Brown), *Broken* (William Cope Moyers), or *Guts* (Kristen Johnston). Students will address how they would work with their client using the knowledge obtained from the course. Papers will address areas such as the neurobiology of addiction, information on addictive substances, co-occurring disorders, a theoretical approach and treatment plan, level of treatment, stage of change, family counseling, and group/12-step treatment modalities.

Students will pick a point in the book/movie in which to begin working with the client. Use *at least 4* scholarly references (not including textbooks, yet you may include articles in supplemental reading for class). These references must be peer-reviewed (can find additional articles using library database (recommended: PsycINFO, Eric, SocIndex, Academic Search Complete). Use APA-style, 7th edition formatting throughout. Include title page (no abstract necessary) and references page. Consult your APA manual for correct formatting. Paper length is 8-10 pages (not including title page or references). Font must be 12-point with 1-inch margins. *Do not use "I" language*. Instead refer to yourself as "the counselor." For example, "As Cope's assessed stage of change is contemplation, the counselor will employ Motivational Interviewing techniques to facilitate treatment compliance." Paragraphs should be used rather than bullet points, tables, or lists. Please review the rubric for this assignment, found in the files section of D2L.



**Abstinence Project (31 points total):**

Students will participate in an abstinence project for a duration of the course in which they abstain from something desirable and monitor their physical, social, emotional, psychological, and spiritual reactions. Students may consider an activity or substance that 1) is least in line with their wellness goals, 2) they use to cope or self-soothe, and/or 3) has produced negative or unwanted consequences in their lives. Examples include: alcohol, nicotine, caffeine, social media, sugar, television/Netflix, texting, swearing, internet, etc. Students should choose two individuals (not from class) to serve as support people to help maintain abstinence goals.

Goodbye Letter (3 points): After determining the substance/activity that you will abstain from this semester, draft a 1-2 page letter (*do not include your name*) in which you say "goodbye." In the letter, describe your relationship with the substance/activity up to this point. Address what you like about your substance/activity; how you consider it a friend; what the substance/activity does for you; in what ways the substance/activity controls you; what using the substance or engaging in the activity has cost you; what you do not like about your substance/activity; how you consider it an enemy; and a creative salutation at the end (example: *Sincerely Yours, Fed Up with Sugar*); remember, do not include your actual name. Your letter will be read by a peer in the class. Please bring a hard copy of your letter to class on the date specified in the course schedule.

Journal Entries (8 points, 1 point each):

Students are **required to keep a journal** in which they log their experiences during the project, with at least one entry per week [*about 1 paragraph; total of 8 entries*], but more entries are recommended. Students may choose from a variety of formats to capture their experiences; all entries need to be dated and will need to be turned in on D2L (photos/photocopies are acceptable) by the due date on the calendar.

Final Abstinence Reflection (20 points): At the conclusion of the semester, students will review their journal entries, upload/scan the journal entries to D2L, and reflect on their experiences: including relapses (or urges to relapse), replacement activities/substances, salient emotions, thoughts, and behaviors related to their abstinence, response of others' in their lives to their abstinence (enabling or supporting), what they learned about themselves, and how this project has impacted their conceptualization of those with addiction. Think about how you came to the decision pertaining to what you would abstain from this semester, initial abstinence experiences, mid-semester abstinence experiences, end of semester abstinence experiences, and overall themes/patterns as you progressed through the project.

Students have two options for submitting a reflection of experiences: an expressive arts project or final narrative paper.

Expressive Arts Project Guidelines: Students may create or engage in an expressive arts project conceptualizing their experiences based on the above points. The project may be audiovisual, tactile, or photographic and is open to interpretation. Students must provide evidence of the project to the instructor for evaluation, as well as a brief explanation (1 page) of the project's meaning and significance. This project will be evaluated on the depth



of insight and evidence of integrating personal experience with class material in a meaningful way.

*Final Narrative Paper Guidelines:* Students may write a brief reflective paper (at least 5 pages and no more than 7 pages) exploring the above points. See the associated rubric on D2L for more direction and specific guidelines.

### **Critical Analysis Papers (24 points = 12 points each)**

Students will write two critical analysis papers related to issues pertinent to addictions treatment. These papers should be submitted to D2L and adhere to APA-style, 7th edition formatting throughout and be approximately 300-500 words. See the associated rubric on D2L for scoring and refer to the calendar for due dates.

1. **Paper 1 Prompt:** Consider what we have learned about how privilege and oppression affect substance use and access to treatment. In 1-2 pages, describe your understanding of the effects of oppression on addiction. How does oppression intersect and impact prevalence rates of addiction? Consider addiction treatment, including access and availability of treatment for various populations, as well as pertinent cultural considerations when working with clients with substance use disorders. How does culture affect clients' experience of addictions treatment and 12-step programs? What can you as the counselor do to address culture in addictions treatment?
2. **Paper 2 Prompt:** Consider what you have learned about the intersectionality between religion, spirituality, and substance use. In 1-2 pages, describe how the religious/spiritual cultural identity of a counselor may affect the counseling relationship with an addicted client. How can you ensure ethical practice? How does the religious/spiritual cultural identity of the client affect their experience of addictions treatment and 12-step programs? What can you as the counselor do to work within the client's frame of reference?

## Submission Guidelines

### Tevera

The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

### Testing Policy

This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

### Late and Missing Submission Policy

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This

24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

## Grading Policy

**A =** A grade of A is earned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or student affairs professional. One finds ways to learn more than is required.

**B =** A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

**C =** A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

|                                  |  |
|----------------------------------|--|
| <b>Excellent (A)</b>             | Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.      |
| <b>Acceptable (B)</b>            | Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive. |
| <b>Unacceptable (C or lower)</b> | Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.                 |

Grades are calculated on a point system.

| <b>Assignment</b>                               | <b>Points</b> |
|---|---------------|
| Participation in Class                          | 5             |
| Abstinence Project                              |               |
| Goodbye Letter                                  | 3             |
| Journal Entries                                 | 8             |
| Final Abstinence Reflection                     | 20            |
| Critical Analysis Papers                        | 24            |
| Key Assignment: Final Case<br>Conceptualization | 40            |
| Total   | 100           |

**Grading Scale**

|    |        |    |       |    |       |   |          |
|----|--------|----|-------|----|-------|---|----------|
| A  | 94-100 | A- | 90-93 | B+ | 87-89 | B | 84-86    |
| B- | 80-83  | C+ | 77-79 | C  | 74-76 | F | Below 74 |

Sample

## Course Schedule

| Week | Date                | Topics  | Readings and Assignments   |
|------|---------------------|---|--|
| 1    | <b>August 23</b>    | Introduction<br>Syllabus review<br>Substance abuse counseling – Training and ethics   | READINGS: Syllabus, Brooks & McHenry Ch. 13; Culbreth (2000)<br>Content on D2L   |
| 2    | <b>August 30</b>    | Drugs of abuse<br>Neurobiology of addiction   | READINGS: Brooks & McHenry Ch. 3; Maté Ch. 1-3 & 11-16<br>Content on D2L   |
| 3    | <b>September 6</b>  | University Holiday – no class   |  |
| 4    | <b>September 13</b> | Models of Addiction<br>Stages of Change   | READINGS: Brooks & McHenry Ch. 5; Maté Ch. 17-21<br>Content on D2L<br><br><b>DUE (9/13):</b> Goodbye letter (bring hard copy to class) |
| 5    | <b>September 20</b> | Modalities of Recovery:<br>Harm reduction, 12-Step Groups, & Support Groups<br>Spiritual Traditions in Addiction Treatment<br><br>BEGINNING OF ABSTINENCE PROJECT | READINGS: Brooks & McHenry Ch. 12; Maté Ch. 28-30 & Appendix IV (pgs. 446-449)<br>Content on D2L                                       |
| 6    | <b>September 27</b> | Diversity and multicultural considerations in addictions  | READINGS: Brooks & McHenry Ch. 2; Maté Ch. 23-27<br>Content on D2L   |
| 7    | <b>October 4</b>    | Screening<br>Assessment and diagnosis<br>Co-occurring disorders   | READINGS: Brooks & McHenry Ch. 4<br>Content on D2L<br><br><b>DUE (10/4):</b> Critical analysis Paper 1                                 |
| 8    | <b>October 11</b>   | Fall Break – No Classes   |  |
| 9    | <b>October 18</b>   | Treatment settings<br>Treatment planning  | READINGS: Brooks & McHenry Ch. 6; Maté Ch. 4, 8, & 32<br>Content on D2L  |

|           |                    |   |  |
|-----------|--------------------|---|--|
| <b>10</b> | <b>October 25</b>  | Brief Interventions<br>Motivational Interviewing                            | READINGS: Content on D2L<br><br><b>DUE (10/25):</b> Critical analysis paper 2  |
| <b>11</b> | <b>November 1</b>  | Pharmacology<br>Relapse prevention  | READINGS: Brooks & McHenry Ch. 11; Maté Ch. 32<br>Content on D2L   |
| <b>12</b> | <b>November 8</b>  | Group Counseling for Addictions<br>Family systems                           | READINGS: Brooks & McHenry Ch. 8 & 10; Maté Ch. 33-34;<br>Content on D2L   |
| <b>13</b> | <b>November 15</b> | Grief and loss<br>Caring for the Counselor<br><br>END OF ABSTINENCE PROJECT | READINGS: Brooks & McHenry Ch. 9 & 14; Maté Ch. 9 & Epilogue (pgs. 422-429)<br>Content on D2L                                  |
| <b>14</b> | <b>November 22</b> | Process addictions  | READINGS: Maté Ch. 22 & 31;<br>Content on D2L<br><br><b>DUE (11/22):</b> Abstinence Project Journals and Reflection Submission |
| <b>15</b> | <b>November 29</b> | Course Closing  | READINGS: Content on D2L   |
| <b>16</b> | <b>December 6</b>  | NO CLASS MEETING – FINALS WEEK  | <b>DUE (Monday, 12/6): Final Case Conceptualization</b><br><b>*Remember to submit on Tevera and D2L!</b>                       |

\*Subject to change

## Student Services and Technical Resources

### Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

### Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

### Technical Resources

#### Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: [itshelp@etsu.edu](mailto:itshelp@etsu.edu)

#### Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

#### Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

#### Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

#### ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

## University Information

### Face-Covering Policy

Please wear a mask or other appropriate face covering when on campus. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services. For more information, please review the [ETSU Face-Covering Policy](#).

### Important Dates

Please refer to the [Academic Calendar](#) for specific drop/add, refund, and withdrawal dates.

### Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

### ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

## Campus Services and Resources

### Bucky's Food Pantry

If you find it difficult to afford food, please consider visiting Bucky's Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at [foodpantry@etsu.edu](mailto:foodpantry@etsu.edu).

### ETSU Counseling Center

This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at [counselingcenter@etsu.edu](mailto:counselingcenter@etsu.edu) about their confidential and professional services. The ETSU Counseling Center is located on the 3<sup>rd</sup> floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.



### ETSU Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

### ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See:

<http://www.etsu.edu/equity/default.aspx>

### ETSU Services Quick Links

Additional campus resources can be found at

<http://www.etsu.edu/etsuhome/services.aspx>

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