INSTRUCTOR: Eileen McPartland Fealy Ph.D.
PHONE: (773) 951-9943
EMAIL: emcpart@luc.edu

VIRTUAL OFFICE HOURS VIA ZOOM: by appointment

RESPONSIVENESS: I prefer to communicate via email. I am committed to monitoring my email and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Please e-mail me to set up times to speak via phone or Zoom as needed.

*School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the spring 2022 term while still living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the **COVID-19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
*On-Campus COVID-19 Testing:* Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*COVID-19 Required Personal Safety Practices:* We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and **test often.** N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol:* If you test positive for COVID-19, continue to follow the University’s **Positive Diagnosis Protocol** and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update:* Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like **Tell Your Contacts** to report anonymously.

**Course Description**

This is a graduate-level course designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.

This course focuses on current information about addictions and evidence-based addictions counseling. It begins with an introduction to addictions before highlighting ethical, legal, and professional issues that affect those who work in the field. The theories of addiction follow, including a review of the neuroscience underlying addiction. Next, general treatment considerations underline the importance of diagnosis, assessment, prevention, and evaluation. The different modalities of counseling are summarized and explained (e.g., individual, couples, family, group, mutual support groups), and relapse prevention is underscored. The substance addictions covered in the course include alcohol, cannabis, opioids, stimulants, depressants, and hallucinogens.
Course Learning Outcomes

Upon completion of this course students will be able to:
1. Identify DSM-V substance use disorder symptoms in clients.
2. Describe the pharmacological and physiological activity of alcohol.
3. Compare the pharmacological, physiological, and psychological activity of other drugs of abuse (e.g. depressants, stimulants, cannabis, opiates, hallucinogens, synthetics, prescription medications).
4. Develop skills in addictions-specific counseling (e.g. motivational interviewing).
5. Understand and assess the impact of substance abuse within the family system.
6. Understand co-occurring disorders.
7. Understand relapse and strategies to deal with relapse.

Required Reading

Text


Articles & Book Chapters (Available on Sakai)


Websites – Supplemental Learning


http://www.naadac.org/code-of-ethics
Videos

1. Substance Use Disorders/Addictions – Clinical Overview – Dr. Jeffrey DeVido (90 minutes).
   https://www.youtube.com/watch?v=zCKdaCR2djQ

2. Legal and Ethical Standards for Addiction Counseling | Confidentiality | Self Care by Addiction Professional Lena Schefeild, LMHC, CAP, MAC, CEDS (12 minutes), published on Nov 7, 2016).
   https://www.youtube.com/watch?v=j5f-6N80bCo

3. Addiction is a disease. We should treat it like one | Michael Botticelli (11 minutes).
   https://www.youtube.com/watch?v=7_RGn75JcZ8

   https://www.youtube.com/watch?v=T5sOh4gKPlg

5. The 5 Models of Addiction by Cameron Haslehurst (4 minutes).
   https://www.youtube.com/watch?v=TX_M02RDSkQ

6. Drug Addiction is a Learning Disorder, says Maia Szalavitz (8.5 minutes).
   https://www.youtube.com/watch?v=yf9F3vIEJLQ

7. The Roots of Addiction (53 minutes).
   https://www.youtube.com/watch?v=7XtUF8mqrzM

8. Why do our brains get addicted? Neuroscientist Nora Volkow, director of the National Institute on Drug Abuse at the NIH, applies a lens of addiction to the obesity epidemic (16.5 minutes).
   https://www.youtube.com/watch?v=Mnd2-al4LCU

   https://www.youtube.com/watch?v=zYphZvRHm6Y

10. Addiction Neuroscience 101 (23.5 minutes).
    https://www.youtube.com/watch?v=bwZcPwIRRcc
11. The Neuroscience of Addiction - with Marc Lewis (1 hour, 48 minutes).
https://www.youtube.com/watch?v=aOSD9rTVuWc&list=PLXLhrNMYeotlRAZD6KbasXeuoHQJLt

12. Neurobiology of Addiction. Hosted by Dr. Frank R. George, compelling speaker and leading expert on drugs, addiction and the brain (20.5 minutes).
https://www.youtube.com/watch?v=FyXbZKjkBaQ

13. Overview of How to Diagnose Substance Use Disorders Using DSM-5. Published on Feb 15, 2017 (57.5 minutes). https://www.youtube.com/watch?v=dlBbqUQ6KLk

14. Introduction to Addiction DSM 5 changes (14 minutes).
https://www.youtube.com/watch?v=f-L2h6pvyOM


https://www.youtube.com/watch?v=nLseAvC8Heo

17. Drug use problems and mental health: comorbidity explained. Published on May 31, 2016 (2.5 minutes). https://www.youtube.com/watch?v=5RbEotf0jql


19. Counselor: Basic Skills of a Counselor (10.5 minutes).
https://www.youtube.com/watch?v=IJJXsf-cx8V8

20. 187 Models of Treatment for Addiction | Addiction Counselor Training Series (61 minutes).
https://www.youtube.com/watch?v=eQkA0mIWx8A

21. The harm reduction model of drug addiction treatment | Mark Tyndall (16.5 minutes).
https://www.youtube.com/watch?v=cfzkBGgxXGE
22. Making Marriage Work | Dr. John Gottman (47 minutes).
https://www.youtube.com/watch?v=AKTyPgwfPgg

https://www.youtube.com/watch?v=2uPHJVVYYpU

https://www.youtube.com/watch?v=kZmzU1qT5uY


26. Preventing the Onset of Severe Mental Illness: Lessons Learned (5.5 minutes).
https://www.youtube.com/watch?v=5AA54ujxiCc


https://www.youtube.com/watch?v=_1gQ4iM6N4M&t=1790s

https://www.youtube.com/watch?v=2E6vZt_DC5l

30. Alcohol Will Kill You... The Documentary You Must See! (47 minutes).
https://www.youtube.com/watch?v=ySbeSUE2XHE&amp;t=769s

31. Dr. Gabor Maté - Cannabis and Addiction (65 minutes).
https://www.youtube.com/watch?v=k2R3_728Xxc

32. Marijuana: A Second Class Addiction (30 minutes).
https://www.youtube.com/watch?v=F__wc9AtH10

33. Is marijuana addiction serious or real? Why I quit marijuana and the weed withdrawal symptoms (9 minutes). https://www.youtube.com/watch?v=i_Q5wSwlhvc
34. Why Quitting Marijuana Is Difficult for Some People (psychological addiction) (9.5 minutes). 
https://www.youtube.com/watch?v=5GiWqC-DGG4

35. The Truth About Smoking Cannabis | BBC Documentary (53 minutes). 
https://www.youtube.com/watch?v=SASVxLmCjx8

36. Opioid Addiction Is Treatable. Why Aren’t We Doing It? | Sharon Levy | TEDxBeaconStreet (9.5 minutes). https://www.youtube.com/watch?v=rVTsbuQucmY


39. The Science of Opioids (8.5 minutes). https://www.youtube.com/watch?v=AqDo4LiKz-c

40. The Future of Tobacco and Nicotine | Hemant Goswami | TEDxGGDSDCollege (20 minutes). https://www.youtube.com/watch?v=XngHyqjCY20

41. Smoking | Johnathan Ross, MD | TEDxToledo (13.5 minutes). 
https://www.youtube.com/watch?v=mVbbCPxyGn0

42. The FDA’s new role overseeing a deadly product: tobacco | Kathy Crosby | TEDxMidAtlantic (15.5 minutes). https://www.youtube.com/watch?v=SE-ewBxTV_Y

43. Tobacco Dependence - causes, symptoms, diagnosis, treatment, pathology (11 minutes). 
https://www.youtube.com/watch?v=wuSGzGgd4KA

Assignments

1. Participation (Total of 84 possible points/28% of final grade)
Participation grades will be based primarily on 1) graduate-level preparedness and participation in online discussions and 2) evidence of thoughtful engagement with assigned readings. Students will earn participation credit through weekly contribution to the class forum located in Sakai.
Each week students will be expected to 1) respond with an original post to assigned discussion topics and 2) respond to a posting from another student. In all, students should submit two responses per week. The original post will be worth up to three points, and the response posts will be worth up to 3 points, for a total of up to six points per week. **Posts will be due by Friday @ 9:00 pm each week in Sakai.**

Grading Rubric for Weekly Online Discussions

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. The criteria found on the rubric below will be used to assess the quality of your initial postings and responses to the postings and comments of peers in the online discussions.

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<thead>
<tr>
<th></th>
<th>Unacceptable 0 points</th>
<th>Acceptable 1 point</th>
<th>Good 2 points</th>
<th>Excellent 3 points</th>
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<tbody>
<tr>
<td><strong>Initial posting</strong></td>
<td>Posts nothing.</td>
<td>Posts adequate response with superficial thought and preparation; doesn’t address all aspects of the prompt. Repeats but does not add substantive information to discussion.</td>
<td>Posts well developed response that addresses all aspects of the prompt; lacks full development of concepts. Posts information that is factually correct; contributes valuable information to discussion.</td>
<td>Posts well developed response that fully addresses and develops all aspects of the prompt. Posts factually correct, reflective and substantive contribution. Contributes to discussion with clear, concise comments. Advances discussion.</td>
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<tr>
<td><strong>Response to classmate’s posting</strong></td>
<td>Posts no response to classmates’ postings.</td>
<td>Posts shallow responses to discussion (e.g., agrees or disagrees); does not enrich discussion by elaborating on an existing posting with further comment or observation.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
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2. **Self-Reflection Paper** (Total of 72 possible points/24% of final grade)

Reflect and write about how your thoughts and impressions of substance use, abuse and/or addiction have developed over your lifetime? Did specific others (e.g., family members, neighbors, friends, teachers, religious leaders, celebrities) impact your thoughts about
substance use and addiction? How has your culture influenced the way you think about substance use and addiction? How has your culture impacted the way you view others who use substances or are addicted to them? Reflect on these questions in a 7 - 8 page paper (1-inch margins, 12 point font, double-spaced). Please submit this assignment via Sakai. Due 2/4/22 @ 9:00 pm

3. Mutual-Help Group Meetings and Alternate Assignment (Total of 72 possible points/24% of final grade)
Attend two different open mutual-help or recovery meetings of your choice (e.g. Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Crystal Meth Anonymous (CMA), Celebrate Recovery or SMART Recovery meeting. Note that both meetings cannot be the same type of meeting (i.e., cannot attend two AA meetings) and that online meetings are not acceptable. Type a four page (1 inch margins, 12 point font, double spaced) reflection on each meeting. In particular, focus on how you felt in this environment and around the others attending the meeting. What was your impression of the meeting? Did you feel welcome? Were the participants helpful? Do you think you would return to the meeting if you were a recovering person? Was there a particular story or person that stood out? If so, why? Have your thoughts and opinions about 12 step meetings changed after attending the meeting? If so, how? After attending the meeting, do you think you would recommend a 12 step meeting to a client? Why or why not? Would you recommend this specific meeting? Why or why not?

Alternate Assignment
For many different reasons, some individuals have exposure to mutual-help meetings prior to taking this course. If you do not feel that attending two mutual-help meetings would add to your existing knowledge, please complete the following task.
Please view one movie or read one book focused on addiction then write 7 – 8 pages (1-inch margins, 12-point font, double spaced, full page response) on your movie/book. Your paper should assess one main character in the book/movie. You will need to list DSM-V symptoms and provide evidence of them in the movie/book. Also, provide a DSM-V diagnosis. Describe what stage of change the character is in. Please include any relevant treatment issues, and/or mutual-help involvement, etc. Lastly, write up a brief treatment plan based upon your knowledge of the individual. Please do not write a summary of the movie/book, as points will be deducted. Please submit this assignment via Sakai. Due 3/18/22 @9:00 pm

4. Behavioral Change Paper (Total of 72 possible points/24% of final grade)
This exercise is designed to help you experience similar (not identical) feelings/thoughts that addicted individuals experience when they quit taking the substance to which they are addicted. Choose a behavior (e.g. Internet use, eating sweets, playing video/computer games, watching television, using cell phone) that you would like to change over the course of the semester. After working on changing this behavior for a minimum of six weeks, write a 7-8 page paper (1-inch margins, 12-point font, double spaced) on your experience. Make sure to address themes of intervention, abstinence, craving, relapse, peer support, and long term stable
recovery. Did you succeed or fail? To what do you attribute your success or failure? How might this assignment inform your work with future clients?

Please submit this assignment via Sakai. Due 4/22/22 @ 9:00 pm

Grading Scale
For the course grade, the total accumulation of points will be used to determine your grade based on the following:

- 300 - 291 points = A+
- 290 - 279 points = A
- 278 - 270 points = A-
- 269 - 261 points = B+
- 260 - 249 points = B
- 248 - 240 points = B-
- 239 - 231 points = C+
- 230 - 219 points = C
- 218 - 210 points = C-
- 209 - 201 points = D+
- 200 - 189 = D
- 188 - 180 = D-
- 179 - 0 = F

*Late papers will not be accepted* without previous permission from the instructor. If an extension is granted, grades will be lowered by 10% for every day the paper is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

*Under no circumstances are late posts to the Class Forum accepted.*

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
**Conceptual Framework and Conceptual Framework Standards**

An important component of this course will be the consideration of culture and its influence on people’s beliefs and subsequent behaviors around substance use. You will be encouraged to explore how your own culture has influenced your beliefs and behaviors around substance use as well as how clients’ unique cultures and communities impact their resistance to or inclination towards the development of substance use disorders. The importance of integrating culture into your professional conceptualizations cannot be overemphasized. The social/cultural context of the development and treatment of substance use disorders is critically important to social justice issues we must consider as professionals, and is consistent with the School of Education’s Conceptual Framework – *Social Action through Education* ([www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)).

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**IDEA Objectives for Course Evaluation**

In general, the three overarching objectives for this course are:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The disposition of *Professionalism* will be assessed in this class. *Professionalism* is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this
regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

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<tr>
<th>Interactions</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
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<tr>
<th>Course work</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course</td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.</td>
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</table>

You can also find the rubrics related to **Professionalism** and other dispositions in DIGICATION. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**Digication**

All students, except those who are non-degree, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.
**Additional ONLINE Course Policies**

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Student Participation*

This is an asynchronous online, graduate level class. It requires that all students are prepared to engage in discussions of the readings and their applications to case material that will be provided throughout the course. Participation will occur in weekly discussion forums. Each week the instructor will post group discussion questions or application exercises that build on the material covered in the assigned readings and media for that week. Each student will develop responses to these questions and post them on to the discussion board by the date and time listed on the course schedule. In addition, each student will post a response to a classmate’s written post each week. Participation is 28% of the course grade.

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require
assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*

**Syllabus Addendum Link**

https://www.luc.edu/education/academics/syllabi/

**Course Schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics/Assignments Due</th>
<th>Readings/Videos</th>
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</thead>
<tbody>
<tr>
<td>1/18/22</td>
<td>Introduction</td>
<td>Preface &amp; Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Video 1</td>
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<td></td>
<td>1st Forum Post Due by 9:00 pm Friday 1/21/22</td>
<td>Beauvais, F. (2014)</td>
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<tr>
<td>1/24/22</td>
<td>Ethical, Legal and Professional Issues in Addictions Counseling</td>
<td>Chapter 2</td>
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<td>Video 2</td>
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<tr>
<td></td>
<td>2nd Forum Post Due by 9:00 pm on Friday 1/28/22</td>
<td><a href="http://www.naadac.org/code-of-ethics">http://www.naadac.org/code-of-ethics</a></td>
</tr>
<tr>
<td>1/31/22</td>
<td>Theories of Addiction</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>3rd Forum Post Due by 9:00 pm on Friday 2/4/22</td>
<td>Margolis &amp; Zweben (2011)</td>
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<td></td>
<td>Self-Reflection Paper Due 2/4/22 @ 9:00 pm</td>
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2/7/22  Neuroscience of Addictions  Chapter 4  4th Forum Post Due by 9:00 pm on Friday 2/11/22  Videos 8, 9, 10, 11, 12

2/14/22  DSM-5, Poly Addictions and Comorbidity  Chapter 5  5th Forum Post Due by 9:00 pm on Friday 2/18/22  Videos 13, 14, 15, 16, 17


2/28/22  Couples, Family, Group and Mutual Support Groups  Chapter 7  7th Forum Post Due by 9:00 pm on Friday 3/4/22  Videos 22, 23, 24

3/7/22  Spring Break

3/14/2022  Prevention, Evaluation and Assessment  Chapter 8  8th Forum Post Due by 9:00 pm on Friday 3/18/22  Videos 25, 26, 27

3/21/22  Alcohol Addiction  Chapter 9  9th Forum Post Due by 9:00 pm on Friday 3/25/22  Videos 28, 29, 30

3/28/22  Cannabis Addiction  Chapter 10  10th Forum Post Due by 9:00 pm on Friday 4/1/22  Video 31, 32, 33, 34, 35

4/4/22  Opioid Addiction  Chapter 11  11th Forum Post Due by 9:00 pm on Friday 4/8/22  Videos 36, 37, 38, 39

4/11/22  Nicotine Addiction  Chapter 12  12th Forum Post Due by 9:00 pm on Friday 4/15/22  Videos 40, 41, 42, 43

4/18/22  Other Drug Addictions  Chapters 13  13th Forum Post Due by 9:00 pm on Friday 4/22/22  Behavioral Change paper due 4/22/22 @ 9:00 pm

4/25/22  Summary and Conclusions  Chapter 22  Importance of Counselor Self-Care  14th Forum Post Due by 9:00 pm on Friday 4/29/22