FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

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II. Course Description: Course description on syllabus must match the course description in the catalog. This course focuses on behavioral health issues as related to prevention, assessment, treatment, and evaluation and their effective implementation with all individuals but to include military and military-affiliated individuals, including veterans and their families. The program is designed and delivered from a social work perspective but is applicable to behavioral health counselors and therapists from other disciplines (psychology, nursing, etc.). While the clinical areas, issues, and interventions presented and discussed can be applied by a variety of behavioral health disciplines to all individuals in need of behavioral health intervention, this coursework focuses on the use of the fundamental social work ecological concept of “person-in-environment”
and its related implications on the health and well-being of client populations to include service members and their families.

The Substance Abuse Interventions course addresses the general areas of substance abuse interventions, including Outpatient, Inpatient, Individual, Group, Family, Couples treatment all within the context of being constantly aware of the implications for client populations to include rural and those who are being part of the military. Students receive an overview of the dynamics of alcohol and psychoactive drug addictions. Theory and knowledge on drugs and alcohol related to social work practice are emphasized. Drugs are defined to include caffeine, nicotine, drugs used for psychiatric treatment and behavior control, as well as alcohol and the drugs associated with misuse and dependency.

This course facilitates students’ understanding of the diverse needs of all clients with substance abuse addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, and treatment are addressed.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Textbook:

SUGGESTED TEXTBOOKS:

OPTIONAL TEXTS


V. Student Learning Outcomes/Outcomes

Upon successful completion of this course students will be able to:

1. Acquire an understanding of the etiology of substance abuse.

2. Critically evaluate policies and programs and the roles these policies and programs play in the prevention and treatment of substance abuse.

3. Learn how families and society are affected by a person with substance abuse addiction.

4. Gain knowledge on the various drug classifications.

5. Critically evaluate services and programs available to persons with substance abuse addiction.

7. Compare and contrast models of addiction and appropriate interventions relevant to each model.

8. Articulate strategies used to conduct effective assessments, planning, intervention, case management and evaluation.

9. Analyze issues regarding race, culture, ethnicity, gender, age, and sexual orientation within the context of substance abuse intervention.

10. Critically examine and evaluate social work standards, values, ethics and principles as they relate to responses in substance abuse prevention and treatment.

OPTIONAL TEXT:


COURSE COMPETENCIES:

Upon completion of this course students will be able to:

1. Analyze U.S. social policies and related social justice issues enabling students to understand these issues in relationship to families and chemical dependency.

2. Discuss theories concerning the etiology of different types of substance abuse.

3. Describe the symptoms and the biopsychosocial consequences of substance use and abuse.

4. Identify and discuss the types of drugs and other substances typically used by abusers.

5. Demonstrate ability to write psychosocial assessments that reflects understanding social systems of all sizes in which families are involved.

6. Differential select skills and interventions in way that reflect recognition of the effects of social and economic injustice and respect for social and human diversity.

7. Identify and analyze values and ethical concerns in practice with individuals and families and provide responses that consistent with social work values and the NASW Code of Ethics.

8. Critically evaluate and discuss his/her beliefs and values as a social worker, and identify strengths in terms of practice knowledge and skills in working with groups of all sizes as well as in which further development is needed in relation to working with chemically dependent families.

9. Apply selected theories, strategies and techniques in work with families.

10. Discuss the effectiveness of selected treatment and rehabilitation services and programs for improving family functioning.

11. Describe and be able to recommend appropriate public and private substance abuse prevention, education and treatment programs and services.
In addition to the expected actualization of each of the foregoing student learning outcomes, “SWRK 626 Substance Abuse Interventions,” shall also specifically encompass through classroom learning exercises and supervised field practicum experiences all of the Twelve Core Functions promulgated by the North Carolina Substance Abuse Professional Practice Board. These Twelve Core Functions shall also constitute primary, integral, and pivotal student learning outcomes for this course. The Board, (Credentialing Procedures Manual, 2013) articulated these core functions as follows:

1. **Screening**: The process by which a client is determined appropriate and eligible for admission to a particular program.
2. **Intake**: The administrative and initial assessment procedures for admission to a program.
3. **Orientation**: Describing to the client:
   - general nature and goals of the program;
   - rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program;
   - in a residential program, the hours during which services are available;
   - treatment costs borne by the client, if any, and;
   - client’s rights.
4. **Assessment**: Those procedures by which a counselor/program identifies and evaluates an individual’s strengths, weaknesses, problems and needs for the development of the treatment plan.
5. **Treatment Planning**: Process by which the counselor and the client:
   - identify and rank problems needing resolution;
   - establish agreed upon immediate and long term goals, and;
   - decide upon a treatment process and the resources to be utilized.
6. **Counseling**: (Individual, Group, & Significant Others) – The utilization of special skills to assist individuals, families or groups in achieving objectives through:
   - exploration of a problem and its ramifications;
   - examination of attitudes and feelings;
   - consideration of alternative solutions, and;
   - decision making.
7. **Case Management**: Activities which bring services, agencies, resources or people together within a planned framework of action toward the achievement of established goals. It may involve liaison activities, collateral contracts, and multi-disciplinary team coordination.
8. **Crisis Intervention**: Those services which respond to an alcohol and/or other drug abuser’s needs during acute emotional and/or physical distress.
9. **Client Education**: Provision of information to individuals and groups, concerning alcohol and other drug abuse and the available services and resources.
10. **Referral**: Identifying the needs of the client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.
11. **Reporting and Record Keeping**: Charting the results of the assessment and treatment plan, writing reports, progress notes, discharge summaries and other client-related data.
12. **Consultation with Other Professionals**: Regarding Client Treatment/Services; Relating with our own and other professionals to assure comprehensive, quality care for the client.

*(Course Outline/Syllabus is subject to change. You will be notified of changes in writing via Blackboard Announcement section)*

**COURSE ASSIGNMENTS**

Utilize APA style for all papers. Introduce your topic and outline what will be addressed in your paper. Use subheadings to direct the reader in the body of your paper. The paper should have an introduction paragraph and concluding paragraph.
Three Mini-Exams/or Graded Case Studies – 10% each (30%). These will include content from areas covered prior to the date of the exam.

Self-Help Group Assignment (5%)

Attend one addiction support group. This can be an AA, NA, Alanon, etc. (or it can be a group session at an outpatient or inpatient treatment facility with permission from the instructor). If you have experience in a treatment facility, select a group or program that is different from the one where you work. Working from your memory, write a five-page paper on your experiences. Refer to pertinent literature related to that support group. Your five page typed paper should not contain identifying information - such as names. Discuss in your paper your personal experiences related to your attendance – reflections, feelings, impressions, etc., at the meeting. Provide an analysis of twelve-step recovery groups based on your experiences and on the literature.

Utilize APA style for all papers. Introduce your topic and outline what will be addressed in your paper. Use subheadings to direct the reader in the body of your paper. The paper should have an introduction paragraph and concluding paragraph.

Abstinence Paper (5%)

Students will designate an item or activity to “give up” for the 1st 8 weeks of the semester in an exercise to assess the process a person with substance abuse/dependence issues goes through in becoming abstinent. Write a five-page paper on your experiences and the giving up this item or activity as it relates to the issue of “detox” or getting “clean” in the addiction world. Your 5 page typed paper should discuss your personal feelings about giving up the item – whether you were successful or not – and how you would relate the experience to a substance use client’s attempt to stop using a substance; what stages you may have gone through, what was the most difficult, supports, barriers, etc.

Examples of these are:
- Sodas/other beverages
- Watching television
- Shopping (for shoes, hats, bags, sports equipment, etc.)
- A favorite food (chocolate, chips, spicy foods, etc.)

Substance Abuse Paper (15%)

The purpose of this paper is to provide students an opportunity to develop specialized knowledge about a particular area of substance treatment. Pick an area of interest to you. Topics might include, but are not limited to working with children of alcoholics; relapse prevention and recovery; HIV/AIDS and substance abuse; domestic violence and substance abuse; women and substance abuse; adult children of alcoholics; special populations (i.e. military, persons with mental illness, adolescents, etc.) and substance abuse, etc. Address the following in the paper:

- Provide a biopsychosocial description of the identified problem, or population. Use scholarly journals to provide recent research findings.
- Discuss why the identified problem or population is important.
- Identify and discuss treatment options with special attention paid to the treatment process for the problem/population, evaluations and treatment outcomes, ethical issues, and special family concerns.
- Discuss issues concerning relapse, addiction and prevention related to the problem/population chosen.
- Include in your discussion evaluation of program planning options and concerns for the problem/population chosen.
The paper should be 10 to 12 typed pages in the APA format. Title page, separate Abstract page, reference page(s) are not included in the 10-12 page count for the paper. Utilize APA style for all papers. Introduce your topic and outline what will be addressed in your paper. Use subheadings to direct the reader in the body of your paper. The paper should have an introduction paragraph and concluding paragraph. Your grade will be impacted for lack of adherence to guidelines for the paper as outlined here.

If the student’s topic areas of interest for the paper are military related citations will need to be current military citations (2000-2012) to include abstracts, articles and books references) and does not include other components of an article such as Introduction or Discussion.

(Upon abstract copies will be accepted for all papers but the remaining 5 must be full articles for articles and information from books).

**Video Interview (20%)**

This project will enable students to demonstrate their critical thinking skills, problem solving skills, interviewing skills, and utilization of theoretical frameworks, and treatment strategies through the use of videotaping of client/worker interview role-plays. Students may work in teams of 3-4 members. Students will present and discuss the video with the class. This project will be graded on the quality of interventions demonstrated and the overall quality of the interview and video presentation. Each team member should be videotaped serving as the interviewer in order for all team members to demonstrate the relevant skills. The video will be 30-45 minutes long.

The team should prepare a two to three page typed handout for distribution to the class summarizing any theoretical framework and/or treatment strategy used along with any other important points of the presentation to include the scenario the session is based upon. The handouts should be emailed to the professor at least 2 days prior to the presentation, and the professor will make the handouts available on Blackboard. The student may use the literature review from the assigned paper to lead a military-related Mock Substance Abuse Psycho-education group or other type of intervention.

Treatment strategies chosen may reflect interventions with urban, military, or rural populations. Examples of treatment strategies students may use are:

- Relapse Prevention
- Motivational Enhancement Therapy
- The Matrix Model
- Behavioral Therapy
- Multidimensional Family Therapy
- Supportive Expressive Psychotherapy
- Group Therapy
- Twelve Step Model

Examples of theoretical frameworks students may use are:

- Cognitive Behavioral Therapy
- Reality Therapy
- Family Systems Therapy
- Maslow’s Hierarchy

**Class Participation and Attendance (15%)**

Respond to questions discussions from classmates and instructor in the class -or on Blackboard- using critical thinking skills as you analyze and synthesize the reading material and class discussion. On Blackboard students will respond to at least 2 of classmates for each question/discussion topic unless otherwise specified.
Students are responsible to critically evaluate assigned readings when inclass and in discussion Boards on-line, as appropriate, to include any additional readings and resources relating to assigned materials (readings and resources, books, videos, and speakers).

Evaluation criteria for all assignments include clarity, organization, synthesis of material, and overall mastery of content.

**Case study (10%)**

Students will be provided a case study and be asked to complete an assessment of a possible substance diagnosis, problems to be addressed, strengths, needs, resources, proposed plan of treatment

**Additional Evaluation Criteria:**

a. Comprehensiveness in addressing assignment outline
b. Neatness, grammar, spelling and sentence structure
c. APA Format is required. Papers with severe misspelling and poor grammar will be returned to students. Students will be expected to correct errors and submit paper back to the instructor. If paper is returned to student, the highest grade student may receive is a “B”.
d. Title page, separate Abstract page reference page(s) are not included in the 10-12 page count for the paper. Utilize APA style for all papers. Introduce your topic and outline what will be addressed in your paper. Use subheadings to direct the reader in the body of your paper. The paper should have an introduction paragraph and concluding paragraph.

**Attendance and Participation Policy**

Class attendance and participation mean students will be present and will respond to classroom discussion with other students and the instructor having prepared by having read the assigned materials. Regular and punctual attendance is essential to the enhancement of student performance. Students are expected to notify the instructor of any circumstance that might prevent them from attending class or responding to a Blackboard posting as required as soon as possible prior to the absence or after the absence. Absences beyond two may result in a reduction in students’ attendance and classroom participation grade by a letter grade. Failure to respond to a Blackboard posting is counted as an absence.

Meaningful participation is required of every student. This includes reading the material before class, responding to and asking relevant questions, and offering critical insight with the discussions and skill practice activities. Participation should be focused on course content and the practice of social work. Professional respect throughout any online or face-to-face interaction should always be demonstrated. Cell phone and computer usage is not allowed in class. Exception if student is utilizing the e-book or online version of the textbooks

**Late Assignments**

All in class assignments and work due on Blackboard are to be submitted by the date indicated in the syllabus and in each Blackboard posting. Unless an extension is approved in advance for verified emergency situations, your grade on a late assignment will automatically be reduced by a letter grade for every day your assignment is late. No assignments will be accepted later than 2 days after the original due date. Situations or circumstances can occur that may prevent students from completing their requirements. If a student does experience a documented verified emergency, the instructor will take that into consideration the application of the late assignment policy. Students are to make the instructor aware of any unique circumstances as soon as possible to facilitate mediation of those difficulties.

**Exam Policy**
There will be three mini-exams during the semester with the final one at the end of the semester being a Case Study. Students must take the examinations when they are scheduled. A make-up examination will only be administered for legitimate university business, documented medical emergencies, or deaths. The make-up examination will be scheduled with prior approval and arrangement with the instructor only.

### Final Exam Policy

Make up final exams will normally not be given. A final exam may be given early under very extraordinary circumstances. Students who miss a final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final. If a student has a legitimate, documented reason for missing the final exam, he or she should contact the instructor as soon as possible after the examination. During the next semester the instructor will arrange with the student a time to take the final exam, and submit a change of final grade form. THE INSTRUCTOR WILL NOT GIVE AN “I” (INCOMPLETE) GRADE FOR STUDENTS WHO MISS THE FINAL EXAMINATION _OR ANY EXAM OR OTHER ASSIGNMENT-UNLESS THE STUDENT HAS MADE A PRIOR ARRANGEMENT WITH THE INSTRUCTOR TO DO SO.

### Course Expectations

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day. Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have a campus e-mail address. Cell phones and beepers are not allowed to be turned on or used during class time to include use for text messaging. Computer usage should be limited to searching for information consistent with the topic under discussion in class at the time or use of e-books/online usage of the assigned textbook.

### THE WEB ENHANCED COURSE ON BLACKBOARD

Students enrolled in SWRK 626 Substance Abuse Intervention during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, any relevant handouts, etc.

### VI. Course Requirements and Evaluation Criteria -

a. Grading Scale –

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100</td>
<td>Exceptional</td>
</tr>
<tr>
<td>B 89-80</td>
<td>Above Average/Average</td>
</tr>
<tr>
<td>C 79-70</td>
<td>Average/Below Average</td>
</tr>
<tr>
<td>F Below 70</td>
<td>Academic Failure</td>
</tr>
</tbody>
</table>

Rubric for grading papers and video interview process

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
<th>Score (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance: Purpose</td>
<td>Central theme or purpose is well stated and clear</td>
<td>Central theme or purpose is mostly well stated and clear</td>
<td>Central theme or purpose is stated or implied, but with some confusion for the reader</td>
<td>Central theme or purpose is not stated and unclear for the reader</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Clear presentation of relevant information that</td>
<td>Presentation of relevant information that mostly</td>
<td>Presentation of relevant information that minimally</td>
<td>Lacks relevant information that supports the central theme or purpose with</td>
<td></td>
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</tbody>
</table>
supports the central theme or purpose with in-depth analysis or detail

supports the central theme or purpose with in-depth analysis or detail

supports the central theme or purpose with in-depth analysis or detail

in-depth analysis or detail

Organization Ideas are presented logically to support the argument and the line of reasoning is clear to the reader

Ideas are mostly presented logically to support the argument, but the line of reasoning is mostly clear to the reader

Ideas are not presented logically to support the argument and/or the line of reasoning is not clear to the reader

Format: Sentence Structure

Excellent (3) Sentences are well-phrased, vary in length and flow smoothly from one to the other

Good (2) Sentences are well-phrased, some variation in length and mostly flow smoothly from one to the other

Acceptable (1) Sentences are not well-phrased, or awkward and/or do not flow smoothly from one to the other

Unacceptable (0) Sentences are not well-phrased, do not vary in length and/or do not flow smoothly from one to the other

Score (1-3)

A grade of “A” represents work which is of outstanding quality, well-researched, or unusually insightful; “B” work is that which is thoughtful and above the group average; “C” work meets but does not exceed expectations; “F” work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

b. Any revision to class policies, rules, regulations that affect a student’s grade will be distributed as a written amendment to the syllabus via Blackboard Announcement.

VII. Academic Support Resources – Use of SI, Smarthinking, Criterion, University College Learning Center

VIII. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Activities &amp; Additional Readings</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Overview of class expectations for the semester. Case study review assigned on Blackboard Roles of Mental Health Professionals in</td>
<td>(Obj. 1, 10)</td>
<td>Review course Review of syllabus, assignments and expectations. Review syllabus. Fisher &amp; Harrison, Overview of Chapter 1 Review of SA case study for future comparison of learning objectives</td>
<td>Exams, quizzes, class discussion, &amp; participation</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Text References</td>
<td>Assessment</td>
<td>Notes</td>
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<tr>
<td>Session 2</td>
<td>Classification of Drugs (Alcohol, Caffeine, Entactogens, Hallucinogens, Herbal Drugs, Inhalants, Marijuana, Nicotine, Opiates, Sedatives, Steroids, Stimulants)</td>
<td>(Obj. 1, 2, 4)</td>
<td>Fisher &amp; Harrison, Chapter 2 Kuhn, Swartzwelder, &amp; Wilson, pp.13-195 Identify Support Groups to attend and items/activities to “give up”</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 3</td>
<td>Central Nervous System &amp; Brain Basics Models of Addiction Legal Issues</td>
<td>(Obj. 5, 6, 7)</td>
<td>Fisher &amp; Harrison, Chapter 3 Kuhn, Swartzwelder, &amp; Wilson, pp.219-266</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 4</td>
<td>Culturally and Ethnically Diverse Groups</td>
<td>(Obj. 7,9)</td>
<td>Mini-exam Fisher &amp; Harrison, Chapter 4 (Video Interview assignments and scheduling of same)</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 5</td>
<td>Assessment &amp; Diagnosis DSM IV-TR(DSM-V changes), ASI Severity Index ASAM criteria</td>
<td>(Obj. 7,8, 10)</td>
<td>Fisher &amp; Harrison, Chapter 6 Blackboard articles</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 6</td>
<td>Motivational Interviewing and Brief Interventions</td>
<td>(Obj. 7,8, 10)</td>
<td>Fisher &amp; Harrison, Chapter 7 (Speaker from the community) Substance Abuse Paper Due</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 7</td>
<td>Treatment of AOD Problems</td>
<td>(Obj. 7, 8)</td>
<td>Fisher &amp; Harrison, Chapter 8</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Objectives</td>
<td>Text</td>
<td>Assignments and Activities</td>
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<tr>
<td>Session 8</td>
<td>Relapse Prevention &amp; Recovery Twelve-Step and Other Types of Support Groups</td>
<td>(Obj. 7, 8)</td>
<td>(Speaker from the community) Fisher &amp; Harrison, Chapters 9, 10 Self Help Group Assignment Due (5 Page Paper)</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<tr>
<td>Mid-Term Break</td>
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<tr>
<td>Session 9</td>
<td>Children and Families</td>
<td>(Obj. 3, 7, 10)</td>
<td>Fisher &amp; Harrison, Chapters 11 Mini-exam/Case study</td>
<td>Exams/Case study, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 10</td>
<td>Adult and Children, Codependency HIV/AIDS</td>
<td>(Obj. 3, 8,9,10)</td>
<td>Fisher &amp; Harrison, Chapter 12 “Abstinence” Paper due (5 Page Paper)</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 11</td>
<td>Gambling and other Addictions Confidentiality and Ethical Issues</td>
<td></td>
<td>Fisher &amp; Harrison, Chapter 13 Fisher &amp; Harrison, Chapter 5 – Discussion Board handouts</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 12</td>
<td>Prevention Mental Reform Licensure issues</td>
<td>(Obj. 3, 8, 9)</td>
<td>Mini-exam or Case Study Fisher &amp; Harrison, Chapters 14 and 15 Handouts</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
</tr>
<tr>
<td>Session 13</td>
<td>Presentations</td>
<td>(Obj. 6, 7, 8, 9, 10)</td>
<td>Video Interviews begin</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class discussions</td>
</tr>
<tr>
<td>Session 14</td>
<td>Presentations (Obj. 6, 7, 8, 9, 10)</td>
<td>Video Interviews</td>
<td>Presentations, reaction papers, reports, and group projects</td>
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**IX. Teaching Strategies**

Teaching strategies will include a combination of multi-media presentations, computer applications, discussions, group work, blackboard discussion, and student presentations.