

The University of North Texas at Dallas
School of Human Services
Human Services, Management, and Leadership Program
HSML 4100.0071: Chemical Addictions
Fall 2025
SYLLABUS

Instructor Name:		Shelia Lumar, PhD, LPC-S. LCDC, NCC, CFLE
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Office Hours:	Tuesday's 1:00-4:00 pm Thursday's 1:00—4:00p	
Virtual Office Hours:	Wednesday 1:00—3:00 pm	
Classroom Location:	100%Online	
Class Meeting Days & Times: (Zoom Meetings		Optional Online: Monday, Aug. 25th @ 5:00p)
Course Catalog Description:	This course covers the psychological, biological and behavioral causes and effects of substance abuse and addiction with a focus on the impact of alcohol, cannabis, nicotine, opiates, stimulants, depressants, and hallucinogens on the mind, body, and behavior.	
Prerequisites	None	
Required Text:	Abadinsky, H. (2018). <u>Drug Use and Abuse: A Comprehensive Introduction (9th edition)</u> . Belmont, CA: Thomson/Wadsworth. ISBN 13-978-1305961548 or ISBN 10 1305961544	

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (TBA) Student subscriptions are effective for 7 years from the date of purchase.
Course Goals or Overview:	
	There is a need for human services students to be exposed to the concepts and facts pertaining to the use/abuse of alcohol, tobacco, and other drugs (ATOD) in contemporary society. Students of the human services need to become learned regarding behavioral manifestations suggestive of drug use/abuse, theories of drug abuse, and drug treatment preventive and intervention strategies insomuch as to aid clients with whom they come into contact who are directly or indirectly affected by chemical dependency.
Learning Objectives/Outcomes	
At the end of this course, the student will:	
1	Explain concepts, tenets, policies, and preventive approaches for alcohol, tobacco, and other drugs (ATOD)
2	Compare historical to present-day theories, prevention and intervention strategies applied to drug use and abuse.
3	Analyze and discuss the effects and impact of commonly abused drugs on individuals, families, and the community.
4	Differentiate between the biological, psychological, and sociological explanations of drug abuse.
5	Demonstrate the ability to assess drug-dependent behaviors and devise treatment strategies and interventions.

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments, consider which skill sets you are developing within the specified competency. Each class in the HSML program builds upon these competencies so that at the end of your academic journey, you are well-prepared to complete your capstone portfolio. The core competencies addressed in this course include:

1.Diversity Awareness: understand alternative views

2.Ethics and values: explain the values of a commitment to the service of others.

3.Historical and Philosophical Foundations

4.Information management and technology demonstrate basic computer literacy skills and demonstrate awareness and knowledge of technology resources.

5.Communication skills

- Use effective verbal and nonverbal communication skills.
- use proper grammar and vocabulary in written and oral communication
- Demonstrate effective public speaking skills.
- Use effective listening techniques.
- Demonstrate the ability to address various members of constituent groups appropriately.

6.Personal Attributes

- demonstrate initiative
- exhibit ethical and responsible behavior
- Demonstrate the ability to be an effective team member.

Criteria for Grading include:

1. Demonstration of ability to integrate outside Reading and classroom material into papers/projects.
2. Succinct, clear, and logical formulations of arguments.
3. Demonstration of independent and critical thinking skills in-class participation, written assignments, and projects.

Students will be required to complete all the following assignments described below. There are six distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here: <http://owl.english.purdue.edu/owl/resource/560/01/>.

- Online Discussions of assigned chapters/readings
- Movie, Video, and Article reviews and discussions
- Exams – *written tests designed to measure knowledge of presented course material*
- Assignments – *written assignments designed to supplement and reinforce course material*

- Projects – *web development assignments designed to measure the ability to apply presented course material.*
- Canvas Learn (Class) Participation –*participation in online class discussions.*

Grading Matrix

Instrument	Total Points
Self-Introduction	20
Discussion Board (3 @ 25pts)	75
Article Reviews (3@25pts)	75
Addiction-Related Scenarios (4 @ 10pts)	40
Attendance (1 x 10pts)	10
Field-based Interview	50
Group Presentation	100
Exams	50
Total:	420

Grade Determination: The following grading scale will be used to determine your over, final grade for the course.

378—420=A

336—377=B

294—335=C

252—293=D

0-----253= F

Technical REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Canvas Learn:

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7

Mac: OS 9, OSX

Internet Access with [compatible web browser](#) (Select link for Vista 8.0 SP4)

Java: Version 1.6.0 Update 24: Click [HERE](#) and choose “Download Java”

Other Minimum Technology Needed

Word Processor

Browser and computer settings check: <https://ecampussupport.unt.edu/browser>

Computer and Internet Literacy: Visit http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit.

Plugins necessary to access course materials and resources:

<https://ecampussupport.unt.edu/plugin>. Occasionally, you may need to use a scanner to submit documents. These may be available in UNTDallas computer labs on campus.

Minimum Skills Needed:

Using the learning management system

Using email with attachments

Creating and submitting files in commonly used word processing program formats
copying and pasting

Downloading and installing software

Instructor Expectations and Classroom Guidelines

Assignment Submission Instructions and Requirements: You are expected to actively participate in the learning process. This course will utilize the various instruments to determine student grades and proficiency in the learning outcomes for the course. Multi-methods may be used, including lectures, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers, and a general exchange of ideas.

Use of Canvas: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smartphones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas Learn using mobile devices such as smartphones and tablets, some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per each assignment.

The student must have a media player downloaded on their computer. To find out how to download a media player (and other software) on your computer. It may be necessary to download an older version of RealPlayer to be able to view the videos. Please test the videos immediately to be sure you can open them.

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (7th ed.)*.
2. Double-space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style, and one-inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, and the course.
4. Use headers, right justified, per APA. Put your last name and page number on the first header line, and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a reference page, per APA.
6. A full-page equals 22-23 lines of content.
7. *The caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.
 - b. Be very careful to maintain consistency in the use of verb tense and voice (e.g., third, second, or first-person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course: avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are drawn and the reflective thoughts are conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire not to find the evidence. One fundamental way to avoid problems with plagiarism is to submit assignments informally and early by a date that has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, a student who makes such efforts tends to earn higher grades.
 - d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not a good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

No assignment should be submitted as a PDF file, Microsoft Works, Publisher, WordPerfect, etc.

Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. All assignments scheduled for this course is due on Sundays by 11:59pm (unless otherwise noted). **LATE ASSIGNMENTS NOT ACCEPTED!**

Turnitin: Turnitin software will be used to ensure the originality of your work. As you draw on research information publicized as journal articles, books, websites, etc, be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voices of other authors from whom you used to developed the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual, which clearly defines and explains what plagiarism is and how to avoid committing plagiarism.

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Word documents and submitted to Canvas Learn must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment

LumarS_Week 1 Assignment (your filename attachment should look like this example.

Do not use my name as the filename, use your name)

To save your work according to the correct filename format, follow the instructions below.

- 1). Open a Word document
- 2). Click on save as; Title/save the document according to the required filename format. 3).
- Example: LumarS_AR #1
- 4). Then click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3 points deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas Learn (and some email programs) have problems with file attachments that include symbols in the filename. Avoid the use of periods, hyphens, ampersands &, slash marks / \, pound signs, at sign @, etc.

Communications With Professor. When communicating with the professor using email, please send emails through the Canvas Learn system instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after noon on Fridays will not receive a response until the following Monday. If the following Monday is a holiday, then your email will receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or holidays. Students will use Canvas Learn to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines:

1. In the subject line of the email, state the course you are registered for and the purpose of the email. (Example: HSML 1234 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email. *Example:* Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title.
3. In the body of the email, state your question. Be clear and specific.
4. Make sure emails are free of spelling, grammatical, and capitalization errors. Close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect, whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Canvas Learn Announcements. Periodically, announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Canvas Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: I will do my best to have your assignments graded on time, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the Grade Center.

How Students Should Proceed Each Week for Class Activities: Each week, you must access Canvas Learn and the materials in this course to be successful. Read the Learning Modules and assigned readings to contribute to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of the required assignments. Assignments are due by Sunday at 11:59 pm, except for the final week's assignments.

Use of Artificial Intelligence (AI) Tools: Artificial Intelligence (AI) tools, such as ChatGPT, Grammarly, and similar platforms, can be valuable resources for learning, brainstorming, and improving academic work. In this classroom, the ethical and responsible use of AI is permitted with clear boundaries.

Acceptable Use of AI:

- You may use AI tools to generate ideas, proofread, or improve the clarity of your writing.
- You may use AI to supplement your research or guide your structure, as long as the final product reflects your own thoughts, voice, and understanding.
- Any use of AI must comply with school and academic honesty policies.
- 25% of the assignments may be enhanced by AI tools without penalty

Unacceptable Use of AI:

- No more than 25% of any assignment may be generated or significantly enhanced using AI tools.
- Submitting work that is mostly or entirely AI-generated is prohibited and considered a violation of academic integrity.

Important: AI detection software will be used to verify the originality of the submitted work.

Consequences:

- Assignments found to exceed the 25% AI-generation threshold will receive a **zero (0)**.
- Repeated or intentional misuse may result in **further disciplinary action**.
- **Plagiarism rules still apply** to copying from AI, another student, or any source without proper citation is a serious offense.

Late Assignment Submission Policy: Late Assignment: Late assignments are not accepted! All assignments are due by the deadline. Assignment deadlines missed due to medical, participation in school-sponsored events, or an unforeseen personal emergency will be reviewed on a case-by-case basis to determine if opportunities to make up a missed assignment will be granted. If a student is granted permission to submit an assignment after the deadline, the student must submit written documentation as evidence to support the reasons leading to the missed assignment.

Licensing Requirements in the State of Texas related to licensure as a Licensed Chemical Dependency Counselor:

This course meets the academic requirements for the Licensed Chemical Dependency Counselor (LCDC) for the state of Texas. Additional requirements are needed to become fully licensed. Candidates seeking licensure as an LCDC will be subjected to additional credentialing requirements. You will be required to:

1. Undergo criminal background checks If you have a history of criminal activity, you may not be allowed to obtain the LCDC and must report all criminal activity on the LCDC application.
2. Texas Department of State Health Services representative(s) review all applications and determine whether or not the individual will be awarded the LCDC. Please go to http://www.dshs.state.tx.us/lcdc/lcdc_rules.shtm to review the rules and regulations pertaining to the LCDC.
3. Successful completion of a bachelor's degree related to the field of substance abuse.
4. Complete all required coursework focusing on substance use and addictions.

5. Complete required state applications and include supporting documents as needed.
6. Successfully passed state/national exams.
7. Complete 4,000 clinical supervision hours at a state-approved Clinical Training Institute

Course Assignments & Evaluations

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: 1) in-class activities, 2) discussion boards, 3) major research projects, 3) written assignments, and 4) exams.

1). Online Class Participation (1 @10 pts each=10 pts) (SLO 1, 2, 3, & 4):

There is a mandatory Zoom meeting on Monday, August 21st, at 6:30 p.m. Your contribution to the class is essential. Each week, you must access Canvas to review course content, announcements, and other relevant materials.

2). Video Self-Introduction Discussion board (20pts): scenarios

This assignment includes two (2) parts. Use the discussion board labeled “Self-Introductions” to introduce yourself to your classmates using a video. Begin a new thread and title your subject line with your Last Name, First Name. scenario

Part I (10 points): Instructions: Select one adjective that begins with the letter of your first name that describes you. Introduce yourself to us by using the adjective you selected above along with your full name. Tell us about:

- 1.The major and degree you are working on.
- 2.State what you hope to learn from the course.
- 3.Tell us what you plan to do after you finish at UNT Dallas.
- 4.Share with us the city and state where you currently live.
- 5.What do you do when you are not online learning (work, hobbies, etc.)?
- 6.Is there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Part II (10 Points): Welcome Classmates: Due See Timeline for Due Date

Welcome at least 5 of your classmates to this class by replying to their self-introduction posts. Parts I and II are due by 11:59 pm on the due date.

3). Journal Article Reviews (3 @ 25pts each=100pts) (SLO 1, 2, 3, 4 & 5) Reviewing scholarly articles about research in chemical addictions is a great way to increase your knowledge of the many variations of chemical actions and the impact of individuals, families, groups, communities, and society. For this assignment, students will perform research activities covering various topics related to chemical addictions. You will select a total of four (4) research articles of your choice discussing a topic listed below within the area of chemical addictions, which you find most

interesting. **The selected article dates must be from within the last 5 years. Use reference sources that discuss chemical addictions within the United States only. Do not use articles discussing nonhumans. All articles must discuss information related to human inquiry.**

The articles selected must also be research studies conducted on factors associated with chemical addictions. Your articles should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your critique of the research study. Students will complete an article review of each article using the Article Review guide posted in Canvas Learn. The AR guide will be discussed in detail during class. **Develop your article review document exactly as presented in the article review guide. Also, include the article used to conduct the review with your article submission. ARs will be submitted to Canvas on the due date. AR reviews not formatted according to the article review guide will not be graded and a zero will be assigned as the score.**

Article Review #1 (SLO 3 & 4)—Topics: Select one topic from the list below. Retrieve one article discussing the topic selected. Be sure to submit the AR assignment and the article used to complete the AR.

1. Biological effects of chemical addictions on teenagers or adults, or families.
2. How chemical addictions affect learning during childhood and/or adulthood.
3. The implications of parental addictions on the developing child. See the course schedule for the due date.

Article Review #2 (SLO 1, 3, & 5)— Topics: Select one topic from the list below. Retrieve one article discussing the topic selected. Be sure to submit the AR assignment and the article used to complete the AR.

1. Depressants
2. Stimulants
3. Hallucinogens
4. Marijuana,
5. Inhalants
6. prescription drugs

See the course schedule for the due date.

Article Review #3 (SLO 1, 2, 3 & 5)— Topics: Select one topic from the list below. Retrieve one article discussing the topic selected. Be sure to submit the AR assignment and the article used to complete the AR.

1. Current chemical use and addiction trends in the U.S
2. Causes for chemical addictions.

3. Drug treatment managed care programs. See the course schedule for the due date.

4). Discussion boards (3 @ 25 pts each=120pts) (SLO, 1, 2, 3, 4 & 5):

Students are required to complete three (3) Discussions throughout the course. Each DB is worth 25 points. You will respond to each of the DB issues/questions in no less than 300 words. In your response to the discussion question, you are required to include at least one APA formatted reference source to support your responses. The reference sources must be dated from the last five years. Then, you must respond to two (2) classmates. Each response posted to your classmates must be no less than 50 words. You are not required to include an APA reference source when responding to classmates' posts. Do not post attachments to the discussion boards. Responses to the discussion board questions are due on Friday, while responses to classmates are due on Sunday.

Discussion Boards will be graded using the following rubric:

10 points = Original post (Must be at least 300 words, using critical thinking skills and a correctly formatted reference according to APA guidelines. Posts that include incorrectly formatted APA reference sources will have points deducted.

10 points = Responses to two classmates. (Each response to a classmate must be at least 50 words, using critical thinking skills).

5 points=original post contains an APA correctly formatted reference source(s)

5). Addiction-Related Scenarios Activities (SLO 1, 3, 4 & 5) 20pts each:

Students complete (3) individual scenarios related to a situation involving addictive behavior. Respond to the scenario by providing a 400-word response. APA standards apply. See the timeline for the due date.

6). Group Research Project: Presentations (100pts) SLO 1, 2, 3, 4, & 5). Students will be assigned to groups to create a research-based, PowerPoint presentation discussing a topic related to chemical addictions from one of the four (4) major chemical addiction categories. Topics are assigned by the instructor. It is expected that each group member will contribute to the development of the presentation. Group members must review research information about the topic and present their findings in a PowerPoint presentation submitted to the "Group Presentation" discussion board. All group members must review five presentations and respond to five different groups by posting a 100-word response to each presentation reviewed. Groups will be assigned, and topics discussed during the first Zoom class meeting. Use research information from the 1990s to the present date. Additional information discussing the aesthetics and format of the presentation will also be discussed during the meeting. This assignment is a major class project. Be sure to start research activities early.

Assignment Instructions for Presentations:

The presentation must include the following components:

1. Discuss and define the addiction:

- a. Describe addiction:
- b. Discuss how someone becomes addicted to the drug or behavior.
- c. What are some of the behaviors associated with addiction?
- d. What commonly happens to someone after s/he becomes addicted to a drug or behavior?
- e. What is the substance use classification according to the Diagnostic Statistical Manual-5 (DSM-5TR)

2. Impact of the Addiction:

Discuss the social, biological, and economic impact of chemical addictions on individuals, families, groups, and society.

- a. Discuss the social, biological, and economic impact of addictions.
- b. How does addiction impact family members or loved one's
- c. How do addictions impact society as a whole?
- d. How many individuals in the US suffer from addictions?

3. Suggestions for Treatment:

Select three treatment options designed to help individuals understand their addiction and treatment recommendations for individuals, families, and/or groups impacted by chemical addictions.

4. Community Referrals:

Provide 5-8 community-based referrals designed to assist those suffering from chemical addictions.

5. Conclusion:

Provide a general overview of the content discussed.

6. Reference Sources:

Include a section for reference sources. All reference sources must follow APA guidelines. Use reference sources within the last five (5) years.

7). Virtual or In-person Professional Interview (50pts) (SLO 2, 3, & 5): Students will conduct a virtual or face-to-face, one-on-one interview with a **licensed professional (Licensed social workers, Licensed Chemical Dependency Counselors (LCDC), Licensed Professional Counselor (LPC), Licensed Marriage, Family Therapist (LMFT) and** working with chemical addictions within the community. A list of interview questions is posted to Canvas. Students will create an executive summary of the interview related to the interview questions. Format the Executive Summaries by rewriting each question and providing a response underneath.

8). Tests/Exams (50pts) (SLO 1, 2, 3, 4, & 5): tests will be given during the semester. The written exams are designed to measure knowledge of course material. Exams consist of multiple-choice questions. Students are expected to take the exam at the scheduled date and time. Exams are worth 100 points each.

Course Outline/Timeline of Scheduled Assignments

The below schedule is tentative and may be adjusted/changed accordingly by the instructor to meet student and class needs/requirements. Should any substantive changes be made, students will be notified both orally in class and in writing via a syllabus addendum.

Schedule of Assignment & Due Dates

Weekly Modules Dates	Activities
<p>Week #1</p> <p>Aug. 25th – Aug. 31st</p> <p>Zoom Meeting Monday, Aug. 25th at 5:00pm</p>	<p>Review Course Syllabus & Article Review Guide in Detail</p> <p>Weekly Readings: Abadinsky: Chpt #1: Introduction to Drug Use & Abuse Chpt #2: Biology of Psychoactive Drugs</p> <p>Video: Ted Talk</p> <p>Assignments Due: DB #1 #: Self-Introductions: Due: Sunday, Aug. 31st by 11:59 pm Addiction-related Scenario Activity #1 Due: Sunday, Aug 31st by 11:59 pm</p>
<p>Week #2</p> <p>Sept. 1 — 7th</p>	<p>Weekly Readings: Chpt #2: Biology of Psychoactive Drugs Chpt #3 Depressants</p> <p>Assignments Due: AR #1 Due: Sept. 7th by 11:59pm Group Leadership Assignment ept. 7th by 11:59pm</p>
<p>Week #3</p> <p>Sept. 8th — 14th</p>	<p>Weekly Readings: Chpt #4: Stimulates Chpt #5 Hallucinogens, Marijuana, Inhalants, and Prescription Drugs</p> <p>Assignments Due: Db #2 Responses to discussion board questions due on Friday, Sept. 12th by 11:59pm. Responses to classmates due Sunday, Sept. 14th by 1:59pm</p> <p>Addiction-related Scenario Activity #2 Due Sept. 14th by 11:59pm</p>

<p>Week #4</p> <p>Sept 15th— 21st</p>	<p>Weekly Readings: Chpt #6 Psychology and Sociology of Drug Use Chpt #7 Preventing and Treating Drug Use</p> <p>Assignments Due: AR #2 Due Sunday, Sept. 21st by 11:59 pm Professional Interview Due: Sunday, Sept. 21st by 11:59pm</p>
<p>Week #5</p> <p>Sept. 22nd —28th</p>	<p>Weekly Readings: Chapter #8 History of Drug Use and Legislation Chapter #9 Drug Trafficking</p> <p>Watch the documentary: Cannabis a Lost History Go to: https://www.youtube.com/watch?v=X2p6qFT_Zjg</p> <p>Review: Watch the video “Terrorism and Drug Trafficking.” Go to : http://www.youtube.com/watch?v=wGWgSyG7xg&feature=related Watch the documentary: Drug use in the US Military. Go to: https://www.youtube.com/watch?v=oAwpATD5rvU</p> <p>Assignments Due: DB #3 Due: Responses to Db questions due on Friday, Sept. 26th by 11:59pm. Responses to classmates due Sunday, Sept. 28th by 11:59 pm</p> <p>Addictions—Related Scenario #3 Due: Sunday, Sept. 28th by 11:59pm</p>

Week #6 Sept. 29 th --Oct. 5 th	Weekly Readings: Chapter #10 Drug Laws and Law Enforcement Chapter #11 United States Drug Policy Chapter #12 Decriminalization, Legalization and Harm Reduction Review: Should the US Legalize Drugs? Go to: https://www.youtube.com/watch?v=FazmpeX11zU Assignments Due: AR #3 Due Sunday, Oct. 5 th by 11:59pm Group Presentations due Sun, Oct. 5 th by 11:59pm
Week #7 Oct. 6 th —12 th	Assignments Due: Group Feedback Assignment: due Oct. 12 th by 11:59pm Scenario Activity #4 due: Sunday, Oct 12 th by 11:59pm
Week #8 Oct. 13 th – 19 th	Final Exam TBA

University Policies and Procedures

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the The Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate. Common courtesy and respect will be extended to all. Students who are abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), under section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite

200, Building 2 or call 972-780-3632. The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, Building 2, Suite 200. 9727803632, studentlife@unt.edu.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Attendance and Participation Policy: *The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make up or to receive credit for missed classes. Thus, attendance will not credit will be credited for excused or unexcused absences. Attendance and participation in all class meetings are essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they are missing class and for what reason. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if they are absent. **Due to limited weekly face-to-face meetings, attendance requirements are stringent. After the 3rd undocumented/unexcused absence, students' grades will be decreased by one full letter grade.***

Unacceptable classroom behavior: Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on side conversations, is not tolerated. Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off. Review the earlier statements concerning late or missed assignments. Review the earlier statements on acceptable computer use in the classroom. Incompletes (I) can be given only if a student is

“unable to complete their academic responsibilities” for medical (disease or injury) or legal reasons (jury duty, military service) or other “extraordinary” reasons documented in writing on letterhead with a verifiable signature.

Reading Assignments All assigned material must be read before each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional. **Quizzes and Exams will be based on reading assignments/lectures/discussions/video and or audio presentations.**

APA Formatting-See APA Guide Below. Students are expected to use APA format & style in all writing assignments. This includes proper citation of sources and reference listing. The REQUIRED APA handbook is a great guidance tool. Various online sources are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: <http://citationmachine.net/>. All essays/papers must include APA Title (cover) page. See attachment at the end of the syllabus.

Writing Tips:

1. **CLARITY:** The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand what the writer is saying.
2. **FLOW AND LOGIC:** Is an introductory paragraph included to grab the writer’s attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer’s direction at the beginning of the paper, as well as throughout the paper.
3. **CRITICAL THINKING:** The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what is at stake in each perspective, and connect conclusions to the paper’s central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer’s point. Bloom’s taxonomy is useful in the application of critical thinking.
4. **GRAMMAR:** The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is important.
5. **MECHANICS & USAGE:** Mechanics include standard conventions of spelling, capitalization, punctuation, and paragraph intention. Correct use of verb tense, the

apostrophe, subject-verb, and noun-pronoun agreement, run-on and fragmented sentences, and misplaced and/or dangling modifiers.

Confidentiality Agreement: It is expected that those in this course will go through a process of growth and development. As such, we must support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully, we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Student Evaluation of Teaching Effectiveness Policy: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Online Communication Etiquette Instructions: All students pay tuition and deserve a positive and courteous learning environment. You should be aware that your behavior impacts other people, even online. My goal is for this course to be a positive & supportive environment where courtesy is extended among fellow students (and your instructor). Due to the nature of the online environment, there are some things to remember:

Always think before you write. In other words, without the use of nonverbals (winking, smiling, etc) with your message, your message can be misinterpreted. So please think twice before you hit submit.

Keep it relevant. The *Open Forum Discussion* and *Who's Online* features are available to the entire class. These are places where you can interact with one another for fun everyday stuff and/or seek information from others. Collaboration is a necessity in the professional world - use the 50-something other students in the class to get the fastest answer to your questions. Be sure to stay on topic in all assigned discussion areas.

Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.

Make sure that you are using grammar and language structure appropriate to the professional setting. In other words, avoid using "R U" instead of "are"

you”. There are people in the class who may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine if they are appropriate. A smile 😊 is welcome, anything offensive is not.

Treat people the same as (or better than) you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.

Respect the time of others. You will be required to engage with your peers throughout the semester. Always remember that you are not the only person with a busy schedule, so be flexible. Do not procrastinate! You may work best with the pressures of the deadline looming over you, but others may not be that way. The same is true for the reverse.

Based on the work of Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College.

Note: APA format will be applied. Use of proper citations and referencing is required. Additionally, the professor reserves the right to change the course syllabus as needed.