CMHC 6320, Summer I 2017, Sultan: 1 of 12

The University of St. Thomas
Clinical Mental Health Counseling Programs
CMHC 6320 Addictions & Recovery
Summer I 2017

Instructor: Nevine Sultan, PhD, NCC, LPC
Office: School of Education Annex (1202 Colquitt Street)
Work Phone: 713-525-3194
Office Hours: Tuesdays, 12:00 pm – 12:45 pm; and by appointment
E-mail: sultann@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Tuesdays, 8:00 am to 12:00 pm
Prerequisites: CMHC 5310, 5325

Course Description: This course offers an introduction to addiction prevention and treatment models and methods, and an exploration of self-help and professional recovery enhancement strategies (including mindfulness, meditation, journaling, and body movement). Legal and ethical issues, as well as cultural and diversity issues related to addiction will be reviewed in relation to human services. Central to this course is students’ ongoing self-evaluation of their own resilience and/or recovery journey and its role in the development of both their personal identity and their identity as professional counselors.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)

3. HUMAN GROWTH AND DEVELOPMENT
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS
C. CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. CONTEXTUAL DIMENSIONS
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Addictions).

This course also addresses the following Catholic social justice dimensions:

**The Principle of Human Dignity:** Every human being is invaluable and worthy of respect as a member of the human family.

**The Principle of Solidarity:** We are one human family; loving our neighbor has global dimensions in an interdependent world.

**The Principle of Preferential Protection for the Poor and Vulnerable:** The good of society as a whole requires us to put the needs of the poor and vulnerable first.

**Required Texts:**


**Recommended Texts:**


Washington, DC: Author.


**Reserve Materials/Recommended Articles Posted on Blackboard:**

States of Present Moment Awareness
Substance-Related and Addictive Disorders in the DSM 5
Biopsychosocial History Form
Mental Status Exam (MSE) Form
Sample Treatment Plan
Methods of Instruction and Conduct of the Course: This course supports student mastery of material through lecture, video, PowerPoint presentations, off-campus immersion activities, class discussion, internet resources, case study, and experiential learning.

Course Assignments:

**Intake Interview, Diagnosis, and Treatment Plan Project (25%)**: The purpose of this assignment is to develop an understanding of assessment, diagnosis, and treatment planning in addictions counseling. Students will work in pairs to complete an Adult Intake (including mental status evaluation and biopsychosocial history) as though a client were seeking counseling for a substance use problem. Each student will be both a client and a counselor. As the client, you will complete the Biopsychosocial History Form before class and bring the completed form to present to your counselor. As the counselor, after completing the intake process (review of Biopsychosocial History Form and completion of the Mental Status Exam), you will use the information provided by the client and your clinical assessment to generate a preliminary diagnosis using DSM 5 diagnostic criteria. You will then create a treatment plan with at least two goals (one short-term and one long-term) that address your client’s diagnosis, as well as a general timeframe for meeting those goals. Please follow the *Sample Treatment Plan* form on Blackboard. Finally, write a two-page reflection describing the following:

- Your experience of the interview
- What you learned about the intake process, completing a mental status evaluation, taking a biopsychosocial history, generating a diagnosis, and creating a treatment plan
- Additional items you would include in, or eliminate from, the intake forms/process

Please turn in all intake forms, and the treatment plan reflecting a diagnosis, with your reflection.

**Behavioral/Process Addictions Group Presentation (15%)**: The purpose of this assignment is to demonstrate the ability to read and interpret research about a behavioral/process addiction and counseling and present it to an audience in a concise, professional, and effective manner. As a small group (four students per group), select one of the process addictions below. Prepare a 20- to 25-minute presentation (in any format that is convenient for you) that includes time for questions and/or comments. In your presentation, you should include an in-depth description of the behavioral/process addiction and present ideas regarding methods for providing counseling services that target the addiction. The presentation should be creative, informative, and encourage class commentary. Each group is required to cite one recent (2009 or later) reference from a peer-reviewed journal.

**Behavioral/Process Addictions**

- Gambling
- Sex & love
- Video gaming
- Food
- Exercise
- Risky/Compulsive/Criminal behavior
- Internet/media
- Pathological work
- Television
- Tanning
- Shopping

Please submit a PDF copy of the peer-reviewed article you used, as well as your full presentation in whichever format you used to organize it, on Blackboard.
12-Step Meeting and Reflection (25%): The purpose of this assignment is to learn about and reflect on the function and utility of 12-step meetings in the addictions recovery process. You will attend one open 12-step meeting (e.g., AA, NA, OA, Al-Anon, etc.) of your choice and write a two- to three-page reflection about your experience. Your reflection should include the following:

- **Demographics:** What type of meeting did you attend? How many people were at the meeting? Ratio of women to men? Approximate age range? Racial/ethnic make-up? Other noteworthy demographic factors?
- **From a counselor’s perspective:** What occurred at the meeting? What did you observe in the meeting that was related to the course material? What was the most beneficial/harmful aspect of the meeting, from your perspective?
- **What is your opinion of recommending that clients attend 12 step-group meetings? Why, or why not?** If you recommend the use of 12-step-group meetings, when would you recommend attendance, and for how long? On what information would you base your recommendation?
- **How has your experience of attending a 12-step-group meeting enhanced your knowledge of addiction? How do you envision using this knowledge in your future counseling practice?**
- **How would you compare your personal experience of the meeting with what you have learned about 12-step programs and other counseling approaches in the course?**

Abstinence Activity and Reflection (25%): Counselors have the responsibility of helping clients generate change in their lives. The process of change is often difficult and can be impacted by setbacks. The purpose of this assignment is to engage in a self-change abstinence project to gain an understanding of the difficulty clients may encounter and to experience some of the challenges faced by clients. Please select a substance or activity from which to abstain for the duration of the semester (must be approved by instructor). You will keep a weekly journal of your progress toward reaching your goal (a minimum of two journal entries per week). The journal may be handwritten or typed. You will also write a two- to three-page reflection following APA guidelines that summarizes the abstinence project. Please include a discussion of the following:

- How you decided on the substance or activity and why you selected it
- Description of your plan of action
- How you maintained abstinence or change
- Incidents of relapse and possible triggers
- Your reaction to having relapsed
- Defense mechanisms used
- Withdrawal symptoms experienced
- Your general response to this activity as an educational tool for yourself and for future professional counselors
- What you learned about yourself
- What you learned about clients experiencing substance/other addictions
- What you learned about addiction, in general
- How you plan to include your new knowledge in your future counseling practice

Please turn in your scanned journal entries with your reflection.

Participation (10%): Actively and respectfully participate in class discussions and activities, at a graduate student level. The richness of the class depends on the unique life experiences, career plans, and contributions you bring.
### Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
</tr>
</thead>
</table>
| **Intake Interview, Diagnosis, and Treatment Plan Project** | - Thoughtful and comprehensive completion of the Adult Intake including mental status evaluation and biopsychosocial history (5 pts.)  
- Application of clinical assessment to generate a preliminary diagnosis using DSM 5 criteria (5 pts.)  
- Creation of treatment plan that includes at least two goals (4 pts.)  
- Description of your experience of the interview process (3 pts.)  
- What you learned about client intake, evaluation, assessment, diagnosis, and treatment plan process (4 pts.)  
- Identification of items to include or eliminate from the intake forms/process (2 pts.)  
- Appropriate use of APA 2010 style in a two-page reflection (2 pts.)  

5.C.1.d.; 2.F.3.d. & e. | 25 |
| **Behavioral/Process Addictions Group Presentation** | - 20- to 25-minute presentation, +/- 2 minutes (2 pts.) (One-point deduction for each minute over or under 18- to 27-minute time range)  
- In-depth description of the behavioral/process addiction and ideas regarding methods for providing counseling services that target the addiction (8 pts.)  
- Creative, informative presentation that encourages class participation (3 pts.)  
- Inclusion of at least one recent (2009 or later) reference from a peer-reviewed journal (2 pts.)  

5.C.1.d.; 2.F.3.d. & e. | 15 |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
</tr>
</thead>
</table>
| 12-Step Meeting and Reflection | • Attendance of one 12-step meeting (4 pts.)  
• Inclusion of demographic factors (4 pts.)  
• Inclusion of your perspective as the counselor (4 pts.)  
• Recommendation regarding attendance of 12-step meetings (3 pts.)  
• Your experience of attending a 12-step meeting (3 pts.)  
• Comparison of your experience with what you have learned about 12-step programs (4 pts.)  
• Appropriate use of APA 2010 style in a two- to three-page reflection (3 pts.)  
2.F.3.d. & e.                     | 25                                                                                                                  |
| Abstinence Activity and Reflection | • Approval from instructor for substance or activity from which to abstain (2 pts.)  
• Maintenance of a weekly journal with a minimum of two entries per week (5 pts.)  
• Description of decision process and description of plan of action (3 pts.)  
• Description of maintenance of abstinence, incidents of relapse and reaction, defense mechanisms, withdrawal symptoms (5 pts.)  
• Description of general response to activity, including what you learned about yourself, about clients, and about addiction, and how you will include your knowledge in future practice (5 pts.)  
• Appropriate use of APA 2010 style in a two- to three-page reflection (5 pts.)  
5.C.2.e. | 25                                                                                                                  |
| Participation       | • Active and respectful participation in class discussions and activities, at a graduate student level (10 pts.)                                                                                                                                                   | 10                                                                 |

CMHC 6320, Summer I 2017, Sultan: 6 of 12
Final Grade Distribution:

Intake Interview, Diagnosis, and Treatment Plan: 25%
Behavioral/Process Addictions Group Presentation: 15%
12-Step Meeting and Reflection: 25%
Abstinence Activity and Paper: 25%
Participation: 10%

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>60% - 66%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Formatting and Submission of Assignments:

All assignments required for this course are your personal and professional responsibility, and should reflect your highest effort and finest work. Correct spelling, proper grammar, and proper formatting are expected. Unless otherwise noted, all assignments should include a Title Page and should be formatted in 12-point standard font with 1-inch margins following APA Style. The page count required for each assignment does not include Title Page and References.

Unless otherwise indicated, please submit all assignments electronically on Blackboard in Word format. Please do not hand in assignments/documents in any other format or by any other means unless you have secured prior written approval from the instructor. Additionally, no assignments will be accepted through email or by hard copy unless specified by the instructor. All assignments should be submitted by the due date, by class meeting time.

Late Assignment Policy:

All assignments are due at the beginning of class on the date identified in the “Schedule of Class Sessions” section. Ten percent (10%) of your grade for the assignment will be deducted for handing in the assignment past the beginning of class on the due date. Twenty percent (20%) of your grade for the assignment will be deducted for each calendar day that an assignment is late. Exceptions to this policy will be made at the instructor’s discretion based on extenuating factors reported by the student, and are not guaranteed. Requests for extra time on an assignment should be made at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated. Requests for extra time made during the week prior to an assignment due date are generally not approved. All extension requests must be made in writing and approved in writing.
Attendance Requirements:

This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. Please contact the instructor before an absence, or in case of an emergency, as soon after the absence as possible. Should you not contact me regarding your absence, you will automatically incur an unexcused absence, i.e., a **two-percent (2%) deduction**. Due to the brief duration of this course, you are permitted to miss one class during the semester due to a **documented emergency only**. Any absences thereafter will result in failing the course unless you have an ongoing documented emergency and have either secured written permission from the instructor to receive an Incomplete for the course, or have elected to Withdraw from the course per the university policy outlined in the graduate catalogue. Two percent will also be deducted for students who consistently arrive to class late or leave class early (by 5 or more minutes). Two late arrivals or early departures will constitute one unexcused absence, i.e., a **two-percent (2%) deduction**. Students are responsible for making up any missed work and for obtaining information presented in a missed class.

Student Responsibilities:

1. Complete the assigned readings indicated on the “Schedule of Class Sessions” prior to each class meeting.
2. Complete and submit all assignments prior to class meeting by the deadline date.
3. Attend class regularly and participate actively, on a graduate student level, in all classroom activities (presentations, discussions, etc.). Your regular attendance and active participation in the class are critical to your own learning and to that of your peers, as well as to the overall success of the course.
4. Bring course textbooks and other required readings to each class meeting.
5. Check university email regularly for information and updates, etc. University email will be the instructor’s primary mode of communication with all students.
6. Communicate effectively and respectfully with instructor and with peers.

An Invitation:

This course is guided by the assumptions of dignity and respect for all persons in the classroom. Empathy, active listening, open exploration, respectful dialogue, and multicultural competence are counseling skills that can be included in all courses. I care deeply about your personal, academic, and professional success and would like for you to have an optimal experience on our shared venture. With that, I assume that you will take responsibility for your learning experience, will contribute to others’ learning, and will ask for assistance when you need it. **Please do not hesitate to schedule an appointment to speak with me about any concerns related to learning styles and/or abilities, or any other issues that may impact your success in this course.** My office hours are listed on Page 1 of this syllabus.

Academic Integrity and Standards of Conduct:

**Academic Integrity**

As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are
valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard
Course materials are placed on UST’s content management system, Blackboard.

Recording Class Lectures
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Learning Disabilities or Differences
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.
**Course Evaluation at the End of the Semester**

Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

IDEA Course Evaluation Dimensions ( Discipline Code 5115 Mental Health Services)

CMHC 6320 Addictions & Recovery

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td>Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories)</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing creative capacities</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing skill in expressing oneself orally or in writing</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning how to find and use resources to explore a topic in depth</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing ethical reasoning and/or ethical decision making</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
</tr>
</tbody>
</table>
### Schedule of Class Sessions (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Content</th>
<th>Required Reading (complete prior to class meeting)</th>
<th>Assignment (due by class start time)</th>
<th>CACREP Competencies</th>
</tr>
</thead>
</table>
| 1    | 5/30  | • Syllabus review  
• Sign up for groups  
• Abstinence project topic approval  
• Intro to addictions counseling  
• Ethical & legal issues in addictions  
• Major substances of abuse & the body  
• Recovery enhancement strategies overview  
• Discussion | • Ch. 1, 2, & 3 (SS)  
• States of Present Moment Awareness (BB) | | 2.F.3.d. & e. |
| 2    | 6/6   | • Etiology of substance abuse  
• The Rat Park Addiction Study  
• Assessment & diagnosis  
• Treatment setting & planning  
• Process addictions  
• Intake interviews (Round 1 – 50 mins.)  
• Discussion | • Ch. 4, 5, & 6 (SS)  
• Sub stance-Related & Addictive Disorders in the DSM 5 (BB) | • PRINT & COMPLETE BIOSPSYCHOSOCIAL HISTORY FORM & BRING TO CLASS (BB)  
• PRINT MENTAL STATUS EXAM + SAMPLE TREATMENT PLAN FORMS & BRING TO CLASS (BB) | 5.C.1.d.  
5.C.2.e. |
| 3    | 6/13  | • Individual treatment  
• Group treatment  
• Family treatment  
• Using substances to treat substance addictions?  
• Intake interviews (Round 2 – 50 mins.)  
• Discussion | • Ch. 7, 8, & 9 (SS) | • PRINT & COMPLETE BIOSPSYCHOSOCIAL HISTORY FORM & BRING TO CLASS (BB)  
• PRINT MENTAL STATUS EXAM + SAMPLE TREATMENT PLAN FORMS & BRING TO CLASS (BB) | 2.F.3.d.  
5.C.1.d |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Content</th>
<th>Required Reading (complete prior to class meeting)</th>
<th>Assignment (due by class start time)</th>
<th>CACREP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6/20</td>
<td>• Retaining sobriety &amp; relapse prevention</td>
<td>• Ch. 10 &amp; 13 (SS)</td>
<td>• INTAKE INTERVIEW, DIAGNOSIS, &amp; TREATMENT PLAN PROJECT DUE</td>
<td>2.F.3.d. &amp; e. 5.C.1.d.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General prevention measures</td>
<td></td>
<td>• BEHAVIORAL/PROCESS ADDICTIONS GROUP PRESENTATIONS (ALL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6/27</td>
<td>• Treatment issues in selected populations</td>
<td>• Ch. 11 &amp; 12 (SS)</td>
<td>• 12-STEP MEETING REFLECTION DUE</td>
<td>2.F.3.e. 5.C.2.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working with diverse cultures</td>
<td></td>
<td>• ABSTINENCE JOURNALS &amp; REFLECTION DUE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exploring sociocultural influences in treatment &amp; prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schedule of Out-of-Class Commitments:** This is a hybrid course, i.e., it requires 20 hours of face-to-face time in the classroom and 20 hours of out-of-class commitment to activities/assignments. Please see the table below for a schedule of activities you are required to complete outside of class to secure successful completion of your course assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Activity</th>
<th>Time Commitment</th>
</tr>
</thead>
</table>
| Intake Interview, Diagnosis, and Treatment Plan Project | • Work on treatment plan  
• Work on reflection                                         | 5 hrs.          |
| Behavioral/Process Addictions Group Presentation      | • Meet with your group members to find an article  
• Develop your group presentation                               | 5 hrs.          |
| 12-Step Meeting and Reflection                       | • Attend a 12-step meeting  
• Work on reflection                                                | 5 hrs.          |
| Abstinence Activity and Reflection                   | • Journaling  
• Work on reflection                                                | 5 hrs.          |

*This is the instructor’s best estimate, prior to the beginning of the course, of how the course will proceed. The instructor reserves the right to amend the schedule during the term, as needed.*

**Key:**
- SS: Stevens & Smith textbook  
- BB: On Blackboard