

## COUN 520-7901 Online

### Psychopharmacology, Social, and Medical Issues in Addictions

Spring 2026: January 12<sup>th</sup>-May 8<sup>th</sup>

Chadron State College

#### CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

## Part 1: Course Information

#### Instructor Information

**Instructor:** Dr. Michael Steube

**Office:** Virtual

**Office Phone:**

**E-mail:** msteube@csc.edu

**Office Hours:** Virtual by appointment via video conference.

**CSC Online Address:** <https://chadron.instructure.com/>

#### Credit Hours

Credit Hours: 3

#### Course Description

This course will explore and review issues of medical and psychological aspects of alcohol/drug use, abuse and addiction. This course is designed to meet the requirements to apply for addictions counseling licensure. Special emphasis is placed on psychopharmacology within the context of addiction. Requirements: None. Prerequisites: None. (CSC Graduate Catalog, 2022-2023)

#### Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.
- **INTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	Student Learning	Related Assignment
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		Outcomes	
1	Identify and describe why individuals may use substances, the cycle of drug misuse, and the development of substance use disorders.	PLADC 5 hours	Chapters 1-2 MindTap Assignments & Exams
2	Describe the pharmacology, subjective effects, withdrawal, and complications of different substances at appropriate prescribed levels and at levels above those normally prescribed.	PLADC 9 hours	Chapters 4-16 MindTap Assignments & Exams
3	Identify the DSM criteria, including the psychosocial aspects, for alcohol and substance use related disorders.	PLADC 8 hours	Chapter 5 Chapters 7-8 Chapters 10-15 MindTap Assignments & Exams Abstinence Activity and Paper
4	Explain what constitutes co-occurring disorders of SUDs and other mental illnesses, diagnostic challenges of determining accurate diagnoses, and potential problems when there are co-occurring disorders.	PLADC 3 hours	Chapter 25 MindTap Assignments & Exams
5	Differentiate between screening for and assessment of substance use disorders and identify various ways to screen for and assess substance use disorders.	PLADC 4 hours	Chapter 20 Chapter 28 MindTap Assignments & Exams
6	Describe the concept, history, common forms, and ethical considerations related to intervention.	PLADC 4 hours	Chapter 29 Chapter 35 MindTap Assignments & Exams Abstinence Activity and Paper
7	Describe the process of treatment, stages of recovery, and different modalities that may be implemented to address substance use disorders.	PLADC 8 hours	Chapters 31-32 Chapter 35 MindTap Assignments & Exams Abstinence Activity and Paper
8	Describe the purpose of a treatment plan and identify commonly encountered problems in treating	PLADC 4 hours	Chapter 31 Chapter 34 MindTap Assignments & Exams

	individuals with SUDs (e.g., treatment noncompliance, apse and relapse).		Abstinence Activity and Paper
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## Textbook & Course Materials

### Required Texts:

1. Doweiko, H.E., (2019). Concepts of Chemical Dependency (10th ed.). ISBN 9781337563468. You must purchase MindTap access for this course.
2. **Students in the Counseling Program only. Tevera:** You will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from [Tevera](#). **Though you will see this requirement in all your syllabi, please purchase Tevera only once.** Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

## Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Monday, and closes 10 PM Mountain Time, Sunday. The notable exception is the final week of class when all assignments close at 5pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

### Course Connection to Program Portfolio (Degree-Seeking Students):

A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses.

## Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** A forum discussion is due each week. The purpose of forum discussions is to have a conversation based on the required week's readings. Students will be placed in smaller groups in an effort to make the conversation more manageable. It is expected that students reach through each forum posting in their group but only after posting their initial response. Additionally, students are required to respond to a minimum of one group member by Sunday evening. Your initial post is worth 7 points and your reply is worth 3 points, totaling 10 points for each discussion. See rubric at end of syllabus.
  - a. To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate. Please see the attached rubric for grading procedures.
  - b. **Original Post Word Range:** 300 Words
  - c. **Reply Word Range:** 150 Words
  - d. **Day 1:** Enter an original post that meets minimum word-count of 300 words
  - e. **Day 2:** Enter a reply that meets minimum word-count of 150 words
  - f. **Day 3:** Enter a reply that meets minimum word-count of 150 words
  - g. **Read at least 50% of classmates' entries**
2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .
3. **MindTap Exams:** You will complete chapter exams/quizzes in MindTap
4. **Abstinence Activity and Paper:** During Week 3 of this class, each student is to identify a substance or activity from which he or she will abstain for the semester. Counselors have the responsibility of helping clients make changes in their lives that they desire. The process of change is often difficult and can be affected by setbacks. Often, the initial goal of change is altered because of the difficulty involved in making changes. Students are to engage in a self-change (abstinence) project to gain an understanding of the difficulty that will be encountered by clients and so that they will experience some of the challenges faced by clients. See the grading rubric at the end of syllabus.

Students are to select a substance or activity from which they will abstain for **10 weeks**. If you have any questions on what may or may not be appropriate for this activity, please email your instructor. Students should keep a weekly journal of their progress toward reaching their goal (3 journal entries per week is suggested) and turn in with the paper. This may be handwritten or typed. Students will write a paper (following APA guidelines), **6-8 pages**, that summarizes the abstinence project according to the following twelve topics: (Be sure to use APA headings and not letters or numbers.)

1. How you decided on the substance or activity and why it was chosen?
2. Description of your plan of action.
3. How you maintained abstinence or change.
4. Incidents of relapse.
5. Your reaction to having relapsed.
6. Defense mechanisms used.
7. Withdrawal symptoms experienced.
8. What social consequences were experienced because of abstinence from this substance or activity?
9. Have you gained any insights into the DSM criteria for alcohol and substance use related disorders?
10. How has this activity updated your view on the role of interventions and or treatment plans for clients with substance use concerns?
11. Your general reaction to this assignment for yourself and future professional counselors
12. What you personally learned about yourself because of this exercise.

## **Mental Health & Wellbeing**

As a student, you will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

### **Referrals**

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at [studentaffairs@csc.edu](mailto:studentaffairs@csc.edu) or the Director of Academic Success Services at [cmerchen@csc.edu](mailto:cmerchen@csc.edu).

## **Disability Services**

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with

disabilities. Upon request and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu) for more information.

## Part 2: Grading and Related Academic Policies

### Graded Course Activities and Letter Grade Assignment

Assignments	Percentage of Grade
Discussion Forums	25
MindTap Assignments	20
MindTap Quizzes	20
Abstinence Activity and Paper	35
Total	100

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

#### Viewing Grades in CSC Online-Canvas

I will update grades Cengage MindTap grade book typically **1-week** following the completion of an activity.

### CSC Academic Policies

The [Course Syllabus Policies website](#) lists academic policies that apply to **all** CSC courses. To review these policies, please click on the link or visit:

<https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](#).  
(<http://www.csc.edu/policy/>)

### Course-Specific Policies

#### Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course

failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
5. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
6. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
7. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one's own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

**Note:**

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

***Late Work Policy***

I do not accept late submissions for assignments, forums, or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC Canvas grade book to determine whether the instructor has graded assignments.

***Class Attendance/Participation Policy***



The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Communication/Email Etiquette:** Please contact me via [gsasse@csc.edu](mailto:gsasse@csc.edu) for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD),** please address them with their academic title. All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

### ***Personal Emergency & Academic Attendance/Participation***

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class,

students must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the **full "Personal Emergency & Academic Attendance/Participation"** section on the "Course Syllabus Policies" website, linked above.

## Part 3: Course Topic Schedule/Outline

Week	Dates	Chapters	Assignments
1	January 12 <sup>th</sup> -18 <sup>th</sup>	1 & 2	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 1 Forum</li> </ul>
2	January 19 <sup>th</sup> -25 <sup>th</sup>	3 & 4	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 2 Forum</li> </ul>
3	January 26 <sup>th</sup> -February 1 <sup>st</sup>	5, 6, & 7	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 3 Forum</li> <li>• Select substance or activity from which to abstain</li> <li>• Keep abstinence journal</li> </ul>
4	February 2 <sup>nd</sup> -8 <sup>th</sup>	8, 9, & 10	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 4 Forum</li> <li>• Keep abstinence journal</li> </ul>
5	February 9 <sup>th</sup> -15 <sup>th</sup>	11, 12, & 13	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 5 Forum</li> <li>• Keep abstinence journal</li> </ul>
6	February 16 <sup>th</sup> -22 <sup>nd</sup>	14, 15, & 16	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 6 Forum</li> <li>• Keep abstinence journal</li> </ul>
7	February 23 <sup>rd</sup> -March 1 <sup>st</sup>	17, 18, & 19	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 7 Forum</li> <li>• Keep abstinence journal</li> </ul>
8	March 2 <sup>nd</sup> -8 <sup>th</sup>	20, 21, & 22	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 8 Forum</li> <li>• Keep abstinence journal</li> </ul>
9	March 9 <sup>th</sup> -15 <sup>th</sup>	-----	<ul style="list-style-type: none"> <li>• Mid-Term Break-No readings, MindTap work, or Forums</li> <li>• Keep abstinence journal</li> </ul>
10	March 16 <sup>th</sup> -22 <sup>nd</sup>	23 & 24	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 10 Forum</li> <li>• Keep abstinence journal</li> </ul>

Week	Dates	Chapters	Assignments
11	March 23 <sup>rd</sup> -29 <sup>th</sup>	25 & 26	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 11 Forum</li> <li>• Keep abstinence journal</li> </ul>
12	March 30 <sup>th</sup> -April 5 <sup>th</sup>	27 & 28	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• Keep abstinence journal</li> <li>• Start working on Abstinence Activity Paper</li> </ul>
13	April 6 <sup>th</sup> -12 <sup>th</sup>	29 & 30	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 13 Forum</li> </ul>
14	April 13 <sup>th</sup> -19 <sup>th</sup>	31 & 32	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 14 Forum</li> </ul>
15	April 20 <sup>th</sup> -26 <sup>th</sup>	33 & 34	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 15 Forum</li> </ul>
16	April 27 <sup>th</sup> -May 3 <sup>rd</sup>	35 & 36	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Week 16 Forum</li> </ul>
17	May 4 <sup>th</sup> -8 <sup>th</sup>	37 & 38	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes <b><u>Friday, May 8<sup>th</sup> at 11:59pm</u></b></li> <li>• Abstinence Activity Paper and Journal Entries Due on <b><u>Friday, May 8<sup>th</sup> at 11:59pm.</u></b></li> </ul>

## Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

## Discussion Forum Rubric

	<b>0-3= Does not meet</b>	<b>4-7= Progressing</b>	<b>8-10 = Proficient</b>
Forum Prompt	Response is not directly related to the topic or reveals some misunderstanding of the topic. No evidence of readings being read and comprehended.	Response demonstrates insight and provides depth or integration with other counseling topics. Missing either a response to classmate or initial response	Response and reply to a classmate demonstrates insight and provides depth or integration with other counseling topics. Clear evidence and integration of readings.

\*Original Post is worth 7 Points and Reply Post is worth 3 Points.

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## Abstinence Activity and Paper Grading Rubric

Student's adherence to the project guidelines (e.g. keeps & submits journals)  
/30 points

Writing according to APA guidelines /10  
points

Grammar and spelling /10  
points

Overall content and integration of the eleven topics / 50  
points

Total /100  
points