

**COUN 532-79B1/79B2—Online  
Treatment Issues in Addictions  
Summer 2026: Jun 15 – Aug 7  
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. Kathleen Woods

**Office:** Old Admin 204

**e-mail:** [kwoods@csc.edu](mailto:kwoods@csc.edu)

**Office Hours:** Virtual

- **Canvas Address:** <https://chadron.instructure.com/>
- **Facebook:** <https://www.facebook.com/groups/cscounseling>

**Credit Hours**

**3 credit hours**

**Course Description**

This course explores chemical and behavioral dependency recognition, co-occurring disorders, and their impact on medical and mental health issues. (Graduate Catalog, 2025-2026).

**Student Learning Outcomes**

Upon completion of this course, you will be able to:

|   | Knowledge/Skill Outcomes                                                | CACREP 24<br>PLADC               | Related Assignment/Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|-------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify neurobiological etiology of addictions and addictive behaviors | CACREP 24: C.5<br>PLADC: (7 hrs) | <ul style="list-style-type: none"><li>• Read Chapter 3. Alcohol: Its Use and Misuse: The Brain and Addiction</li><li>• Chapter 3 MindTap Quiz and assignments</li><li>• Read Chapter 5. Substance Use Disorder Treatment with Co-Occurring Mental Conditions</li><li>• Chapter 5 MindTap Quiz and assignments</li><li>• Read Chapter 6. Gambling, Eating Disorders, Spending, and other Behavioral Addictions: Behavioral Disorders as Forms of Addiction</li><li>• Chapter 6 MindTap Quiz and assignments</li></ul> |

|    |                                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                        |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | Recognize procedures to identify substance use, addictions, and co-occurring conditions.                                                                                            | CACREP: G.12  | <ul style="list-style-type: none"> <li>• Read Chapter 8. Screening, Assessment, and Diagnosis</li> <li>• Chapter 8 MindTap Quiz and assignments</li> </ul>                                                                                                                             |
| 3  | Recognize the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders                                   | PLADC (5hrs)  | <ul style="list-style-type: none"> <li>• Ch 4: Reading, Quiz; Case Study: Substance Misuse and Mental Disorders &amp; Video Activity: Stage-Wise Treatment</li> <li>• Ch 5: Reading, Quiz &amp; Case Study: Gambling Disorder.</li> </ul>                                              |
| 5  | Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where traumatic experiences substance use occurs. | PLADC (5 hrs) | <ul style="list-style-type: none"> <li>• Ch 6 - Reading, Exam &amp; MindTap Assignments: Addiction Across the Life Span</li> <li>• Ch 10 - Reading, Exam &amp; MindTap Assignments: Family Risks and Resiliencies</li> </ul>                                                           |
| 6  | Recognize the use of assessments for diagnostic and intervention planning purposes.                                                                                                 | PLADC (6 hrs) | <ul style="list-style-type: none"> <li>• Ch 7 - Reading, Exam &amp; MindTap Assignments: Screening and Assessment</li> </ul>                                                                                                                                                           |
| 7  | Recognize the impact of denial, resistance, minimization, defense mechanisms and other such factors related to chemical dependency treatment to prevent relapse.                    | PLADC (5 hrs) | <ul style="list-style-type: none"> <li>• Ch 4 - Reading, Exam &amp; MindTap Assignments: Substance Misuse with a Co-Occurring Mental Disorder or Disability</li> </ul>                                                                                                                 |
| 8  | Recognize the impact of family dynamics and family systems on the recovery process.                                                                                                 | PLADC (5 hrs) | <ul style="list-style-type: none"> <li>• Ch 10 - Reading, Exam &amp; MindTap Assignments: Family Risks and Resiliencies</li> </ul>                                                                                                                                                     |
| 9  | Recognize the influence of spirituality and self-help groups in recovery.                                                                                                           | PLADC (6 hrs) | <ul style="list-style-type: none"> <li>• Ch 9 - Reading, Exam &amp; MindTap Assignments: Mutual Help Groups and Spiritual/Religious Resources</li> </ul>                                                                                                                               |
| 10 | Recognize the individual's substance treatment needs and intervention strategies related to varying gender, cultural, and lifestyle needs.                                          | PLADC (6 hrs) | <ul style="list-style-type: none"> <li>• Ch 11 - Reading, Exam &amp; MindTap Assignments: Ethnicity, culture and the Socioeconomic Determinants of Addiction</li> <li>• Ch 12 - Reading, Exam &amp; MindTap Assignments: Gender, Sexual, and Sexual Orientation Differences</li> </ul> |

### Textbook & Course Materials

#### Required Text(s)

1. This course utilizes the MindTap Learning Platform associated with **van Wormer, K., & Davis, D. R. (2025). Addiction Treatment (5th Ed.). Cengage MindTap Online Learning Platform One Term or Unlimited 9780357700006.** You do not need to purchase the

printed version of this text. Cengage/MindTap provides an integrated eBook in the MindTap program.

2. This course will require **MindTap from Cengage**.
3. Register for MindTap from within your Canvas course. **DO NOT register your MindTap through the Cengage Website**. Follow this link for instructions.

### Method of Instruction

This course consists of individual participation through weekly assignments, collaborative discussions, exams, and culminating assignments. Each week typically begins at 1:00 AM Mountain Time on Monday and closes at 10 PM Sunday. The notable exception is the final week of class, when all assignments close at 5 pm Mountain Time on Friday. All dates and assignments can be found in this syllabus.

### Course Requirements

Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>. Weekly activities include: MindTap assignments, forums, readings, and exams.

1. **Discussions:** In Weeks 1, 2, 7 & 8, you will have opportunities to share your ideas. I will provide the topic, and you will offer unique reflections, insights, and discussions. Please see the rubric at the end of this syllabus. **Original posts are your thoughts and opinions, not lifted from the text, website, or generated with AI.**
  - a. A new discussion will be available Monday through Sunday of weeks 1, 2, 7 & 8. To receive total points, you must participate with at least 1 original post and 2 replies in 3 of the 7 days the discussion is open. I will not grade a post/reply when submitted after the discussion closes.
  - b. Each post must be at least 250 words, and each reply must be at least 150. Other posts and replies over the minimum can be any length. I recommend that you not rely on MSWord's word count. It tends to result in a lower count than CSC Online.
  - c. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
  - d. Your first forum is the Canvas Account Profile. Please upload a photo of yourself! The purpose of the photo is to recognize each other's faces.
  - e. Please also take the time to review the Discussion instructions at the end of this syllabus.
2. **MindTap Assignments** are found in Cengage MindTap, accessed from your Canvas course page. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from 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 & Syllabus Quizzes:** You will complete chapter exams in MindTap; the Syllabus Quiz will be completed in your Canvas course.
4. **Abstinence Exercise:** This six-week assignment is designed to help you experience some feelings/thoughts addicted individuals experience when they quit their drug or behavior of

choice. You will abstain from a substance (e.g., nicotine, caffeine, sugar, or alcohol) or behavior (e.g., social media, playing video/computer games, procrastination, watching television) for four weeks. For those of you who have difficulty identifying a substance or behavior, don't hesitate to contact me to discuss what might be a challenge for you to give up. If you have completed an exercise like this before, I encourage you to choose a different substance or behavior. Learning/experiencing the process of abstinence is of significant importance when working clinically with those struggling with addictions.

5. **Letter to my Substance/Behavior: Due before the abstinence period begins.** You will write a 2-page letter to the substance or behavior you abstain from. Write the letter in the first person (e.g., "caffeine, you have always been there for me in the morning...") and cover the following five areas:
  - a. How my addictive substance/behavior is loved and is considered a friend.
  - b. How my addictive substance/behavior is sensual (appeals to my senses).
  - c. How my addictive substance/behavior provides healing to my emotional wounds.
  - d. How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment.
  - e. How my addictive substance/behavior is hated – what it has cost me.
6. **Abstinence Blogs:** Weekly blogs (found in your Discussion/Forums tool) will describe your feelings and reactions, primarily focusing on times you "lapse" or experience temptation. It is essential to indicate times when it was both challenging and easy to abstain and those circumstances during which you "slipped" (birthdays, holidays, and weekends seem especially difficult). This portion of the assignment is to mimic a support group experience and requires you to write an original weekly blog and weekly comments to a classmate's blog.
  - a. You must write one original Blog for each of the 4-weeks you are engaged in the abstinence exercise. Each blog must be at least 250 words to receive credit and is due just before midnight Wednesday.
  - b. You must write two replies on a minimum of two classmates' blogs (who have not yet received a comment) for each of the 4-weeks you are engaged in the abstinence exercise. Each reply must be at least 150 words to receive credit and is due just before midnight Sunday.
  - c. I will not accept late blogs.
7. **Abstinence Exercise Summary paper**
  - a. You will write a minimum four-page paper describing the abstinence experience (e.g., chosen abstinence substance or behavior, did you succeed or fail, what influenced you, what was the process like for you, etc.).
  - b. You must include three academic resources to support the discussion of your abstinence experience. Thus, you will have a minimum of 3 references.
  - c. APA formatting and submission in PDF format are required.
  - d. Submit your paper to the Assignment section of the Canvas course site. Please be aware that your paper will be reviewed using Turnitin for originality.

### 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 [cmarchen@csc.edu](mailto:cmarchen@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                | Grading Opportunities | Percentage Breakdown |
|----------------------------|-----------------------|----------------------|
| Discussions                | 4                     | 11%                  |
| Letter to my Substance     | 1                     | 8%                   |
| Abstinence Blog Entries    | 4                     | 11%                  |
| Abstinence Summary Paper   | 1                     | 24%                  |
| MindTap Assignments        | 64                    | 24%                  |
| MindTap & Syllabus Quizzes | 13                    | 22%                  |
| 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**

Assignments will be graded and returned within 5-7 days of the due date depending on the level of feedback. The gradebook in CSC Online-Canvas will be updated regularly; students should plan to review their Gradebook throughout the course.

**CSC Academic Policies**

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) 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**

You are ultimately responsible for the content of the information you submit and may not attempt to pass off any work generated by an AI program as your own.

**Late Work Policy**

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions within the allotted time. You are also responsible for prioritizing your time accordingly to ensure the timely completion of assigned coursework and activities. Be sure to pay close attention to deadlines; there will be no make-up assignments, quizzes, or late work accepted without prior instructor approval.

**Class Participation Policy**

Active engagement in the course, including timely completion of readings, participation in discussions, and submission of assignments, is essential for a rich learning experience and success in this class. You are expected to log in at least four times per week to access course materials and to participate actively in the class.

**Personal Emergency & Academic Attendance**

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. In that case, you must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

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

**Dispositional Standards**

Please see the [CE Website](#) and [CE Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

**Confidentiality**

This course, like other courses in the Counseling Program, requires students to 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 violates confidentiality, the student's ability to continue the program will be in jeopardy.

### Part 3: Course Schedule & Assignment Rubrics

| Week | Dates        | Reading Content (5 <sup>th</sup> Ed.)                                                                                                                                                                                                | Assignments                                                                                                                                                                              | Chapter            |
|------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1    | Jun 15-21    | Chapter 1: The Nature of Addiction                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Discussion 1: Introduce Yourself</li> <li>Register for Cengage/MindTap</li> <li>Module One</li> <li><b>Syllabus Quiz</b></li> </ul>               | Chap 1             |
| 2    | Jun 22-28    | <ul style="list-style-type: none"> <li>Chapter 2: Historical Perspectives</li> <li>Chapter 3: Alcohol: Its Use and Misuse</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Discussion 2- Moderate drinking</li> <li>Module Two</li> <li><b>Letter to my Substance/Behavior</b></li> </ul>                                    | Chap 2<br>Chap 3   |
| 3    | Jun 29-Jul 5 | <ul style="list-style-type: none"> <li>Chapter 4: Drugs Other than Alcohol—Depressants, Stimulants, Hallucinogens, and Cannabis</li> <li>Chapter 5: Substance Use Disorder Treatment with Co-Occurring Mental Conditions.</li> </ul> | <ul style="list-style-type: none"> <li><b>Begin Abstinence Exercise-June 30</b></li> <li>Module Three</li> <li><b>Weekly Blog Assignment #1</b></li> </ul>                               | Chap 4<br>Chap 5   |
| 4    | Jul 6-12     | <ul style="list-style-type: none"> <li>Chapter 6: Gambling, Eating Disorders, Spending, and other Behavioral Addictions</li> <li>Chapter 7: Addiction across the Life Span</li> </ul>                                                | <ul style="list-style-type: none"> <li>Module Four</li> <li><b>Weekly Blog Assignment #2</b></li> </ul>                                                                                  | Chap 6<br>Chap 7   |
| 5    | Jul 13-19    | <ul style="list-style-type: none"> <li>Chapter 8: Screening, Assessment, and Diagnosis</li> <li>Chapter 9: Strengths-and Evidence-Based Helping Strategies</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Module Five</li> <li><b>Weekly Blog Assignment #3</b></li> </ul>                                                                                  | Chap 8<br>Chap 9   |
| 6    | Jul 20-26    | <ul style="list-style-type: none"> <li>Chapter 10: Mutual Help Groups and Spiritual/Religious Resources</li> <li>Chapter 11: Family Risks and Resiliencies</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Module Six</li> <li><b>Weekly Blog Assignment #4</b></li> </ul>                                                                                   | Chap 10<br>Chap 11 |
| 7    | Jul 27-Aug 2 | <ul style="list-style-type: none"> <li>Chapter 12: Race, Ethnicity, Culture, and the Socioeconomic Determinants of Addiction</li> <li>Chapter 13: Gender, Sexual, and Sexual Orientation Differences</li> </ul>                      | <ul style="list-style-type: none"> <li>Discussion 3-Homophobia</li> <li>Module Seven</li> </ul>                                                                                          | Chap 12<br>Chap 13 |
| 8    | Aug 3-7      | Chapter 14: Public Policy                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Discussion 4-Social Control</li> <li>Module Eight</li> <li><b>Abstinence Exercise Summary Paper Due Wednesday, 11:59 pm MT, Aug 5.</b></li> </ul> | Chap 14            |

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### Assignment Instructions/Rubrics

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#### Abstinence Exercise-Rubric

|                       | Below Average                                                                                                                                                                                                                                                        | Average                                                                                                                                                                                                                                            | Above Average                                                                                                                                                                                                  |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Covered Content       | Demonstrates moderate degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. One or no resources.                                                  | Demonstrates considerable ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Two resources.                                               | Demonstrates unusual degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Three resources. |
| Reflection            | Student has an emerging awareness of his/her own thinking; provides confusing, little, or no report of the thinking one might use to solve a problem or complete a task; falters in his or her explanation of how the new information will influence their practice. | Student is somewhat aware of his or her own thinking; provides a vague or incomplete description of how one might think through a task or problem. Provides only a few ideas about how the new information could influence his or her performance. | Explains in detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.                     |
| Development & Support | only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately                                                                | pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically                                                             | well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident                            |
| Conventions           | Paragraphing may be irregular. Errors in grammar, usage, punctuation, and spelling may distract the reader. Does not follow APA guidelines.                                                                                                                          | Paragraphing is generally successful. A few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- Does not distract the reader. Attempts APA guidelines.                                      | Paragraphing is sound. Grammar, usage, spelling and punctuation are mostly correct. Conventions—especially grammar and spelling—may be manipulated for stylistic effect. APA guidelines followed.              |

## Discussion Instructions

This course works well when everyone is involved in discussing the material. Your participation throughout the week is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days/times you post in the discussion, and the minimum word count. You are expected to offer comments, questions, and replies to the discussion questions posed for each week. My role is as an observer and facilitator. I will read and participate in the discussion as appropriate. **Original posts are your thoughts and opinions, not lifted from the text, website, or generated with AI.**

I grade each discussion on a 3-point scale. As this assignment is a conversation, I will not accept late discussion postings/replies as the conversation has ended. **If you fall below any minimum expectation, a point for each missed expectation will be deducted from the possible 3-point total.**

### ***Suggested participation example:***

- Monday-enter an original post that meets a minimum word count of 250 words,
- Tuesday-enter a reply to any classmate that meets a minimum word count of 150 words,
- Wednesday-enter a reply to any classmate that meets a minimum word count of 150 words,



- Read a majority of classmates' entries by Sunday.

**3 Points—Minimum expectations:**

- Write an original post of at least 250 words early in the week. (1 point)
- Write a response to any classmate on a subsequent day (a day following your original post) at least 150 words. (1 point)
- Write a second response to any classmate on yet another subsequent day (a day following your first response to a classmate) at least 150 words. (1 point)
- **Additional expectations:**
  - Made in time for others to read and respond.
  - Relevant information that is full of thought, insight, and analysis
  - Connected to previous or current content or real-life situations.
  - Contain rich and fully developed new ideas, connections, or applications.
  - Provide outside resources supporting your ideas.
  - Read a majority of classmates' entries.

**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.