

SCHOOL OF SOCIAL WORK
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

COURSE NUMBER: SOWO 700 Online

COURSE TITLE: Substance Use & Addiction Specialist: Treatment Foundation

SEMESTER: Summer Session II, 2020 Online

INSTRUCTOR: Michael McGuire, LCSW, LCAS, CCS, LMFT, MINT
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OFFICE HOURS: Virtual office hours by request

COURSE DESCRIPTION

Introduces students to the field of substance use and addiction. Course explores historic and current theories of addiction, the Four Domains of addiction counseling, and applicable ethical and legal considerations.

ADVANCED COURSE DESCRIPTION

Students are introduced to foundational information necessary to strengthen their work in the field of addiction. The course centers on the IC&RC Four Domains of addiction counseling, which includes topics such as screening, assessment, diagnosis, treatment planning, counseling, and referral. This is a survey course with many of these core functions explored in greater depth in subsequent SUAS courses (e.g., SOWO 760, SOWO 761). Assignments offer the student the opportunity for experiential learning through participating in a local support group, practicing abstinence from a substance of their choice, and applying course content to a case vignette.

KNOWLEDGE-BASED COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Obtain a working understanding of the drug classification system.
2. Describe etiologic theories of addiction and implications for treatment interventions.
3. Develop an understanding of the legal, ethical, and professional standards and relevance within the field of addiction.
4. Gain an understanding of the IC&RC Four Domains and the NCSAPPB Twelve Core Functions for addictions counseling.
5. Develop basic awareness to issues specific to addictions and culture, gender, economic level, developmental stage, and sexual orientation.
6. Develop a working knowledge of community-based support groups and their usefulness for individuals with substance use disorders and their families and/or significant others.
7. Discuss recent trends in the field of addiction.
8. Define the requirements for licensure as an addictions counselor in North Carolina.

SKILL-BASED COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

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1. Use a less stigmatizing language of addiction and recovery.
2. Demonstrate beginning proficiency in the integration of the Four Domains.
3. Identify signs and symptoms relative to substance use, intoxication, and withdrawal.
4. Demonstrate ability to assist individuals and/or families in determining the appropriate level of intervention based on their available needs and resources.
5. Develop self-awareness of one's paradigms surrounding addiction and treatment.

REQUIRED COURSE TEXTBOOKS

1. IC&RC Alcohol and Drug Counselor (ADC) Certification Examination Study Guide (2016), 3rd edition. Comprehensive Education Services (a wholly owned subsidiary of The Florida Certification Board).
2. Center for Substance Abuse Treatment. Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21. DHHS Publication No. (SMA) 08-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2008.
 - Available for free download: <https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171>

SUGGESTED READING/RESOURCES

1. NAADAC Code of Ethics
 - <http://naadac2016.sitewrench.com/assets/2416/naadac-code-of-ethics-033117.pdf>
2. North Carolina Substance Abuse Professional Practice Board (see *Rules* and *Credentialing*)
 - <https://www.ncsappb.org/>
3. Title 42, SUBCHAPTER A, PART 2—CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS:
 - <https://www.gpo.gov/fdsys/pkg/CFR-1997-title42-vol1/pdf/CFR-1997-title42-vol1-part2.pdf>
4. SAMHSA TIP 27: Comprehensive Case Management for Substance Abuse Treatment
 - <https://store.samhsa.gov/product/TIP-27-Comprehensive-Case-Management-for-Substance-Abuse-Treatment/SMA15-4215>
5. Diagnostic and Statistical Manual of Mental Disorders, 5th Edition.
 - <http://dsm.psychiatryonline.org/book.aspx?bookid=556>
6. The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine, 3rd Edition
 - <http://www.asam.org/>
7. Publication Manual of the American Psychological Association, Sixth Edition

INSTRUCTIONAL METHODOLOGY

Although the course material is presented online, there are benchmarks requiring you to engage in coursework throughout the week using Sakai. There is a host of teaching modalities including readings, field assignments, reflective writing, peer review, guest videocasts, and instructor videos. This mix of teaching methodologies will ensure students' cognitive, affective, and experiential engagement.

In spite of this being an online class, I hope to develop an engaging environment that reflects the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view different from our own, clearly articulating our point of view, and linking experience to readings and assignments. I will appreciate your contributions to making this an enjoyable and respectful class for learning and

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growth.

Please keep in mind, this five-week course condenses a full semester of learning objectives. With that in mind, you can expect to spend 3-4 hours each day on reading and other assignments. If you fall behind in your work, you may find it quite difficult to recover due to the short timeframe. I urge you to start fast and finish strong.

- Here is a link to Sakai Student Tutorials:
<https://sakaitutorials.unc.edu/?How to ...%7C%7CStudents>
- Here is a video explaining how to upload assignments to Sakai under the Assignments Tab:
<https://www.youtube.com/watch?v=bAAHf8PUApQ>
- Note: If, after due diligence, you are unable to upload an assignment onto Sakai, please email me the assignment: uncmike@unc.edu

ASSIGNMENTS

ASSIGNMENT #1 A&B&C – COURSE ENGAGEMENT (INCUBATOR TEAM SESSIONS + CASE APPLICATION WORKSHEET + LESSON CONTENT):

ASSIGNMENT #1-A – INCUBATOR TEAM: DUE DATES VARY PER “CLASS SCHEDULE” BELOW

Each week you will meet via Zoom with your Incubator Team members, and each week someone new will act as facilitator. Agenda to cover:

1. Quick check-in (e.g., “On a scale from 1-10, where are you and why that number?”)
2. Abstinence check-in (e.g., “So, how much does this suck?”)
3. Meetings check-in (e.g., “Anyone go to a meeting yet? What was it like?”)
4. Lesson Task – Engage in robust conversation about the assigned material (noted on that week’s lesson plan). Come prepared and practice critical thinking skills.
5. Team Report – Facilitator gathers consensus for the three prompts **below** (not the stuff listed above), records them in an email, and sends them to the instructor. Please copy your teammates so I can “reply all”.
 - a. What did we do well?
 - b. What can we do better next time?
 - c. What grade do we give our team for this session (0-100)?

ASSIGNMENT #1-B - CASE APPLICATION WORKSHEET: DUE DATES VARY PER “CLASS SCHEDULE” BELOW

The goal of this assignment is to apply your understanding of content covered in each lesson to a case scenario. For example, after learning about screening clients for problematic substance use you will apply your knowledge to a case vignette. You will complete a worksheet and submit it through Sakai for a peer to review. In turn, you will review and offer feedback of a worksheet submitted by one of your peers.

Instructions:

1. Carefully watch the following video of an assessment/interview:
<https://www.youtube.com/watch?v=YqsGS6kvVrY&t=16s>
2. Using the **Case Application Worksheet** apply what you have learned from each of the weekly lessons. The worksheet can be found in Sakai within **Assignment #1-B – Case Application**

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Worksheet Lessons 1 & 2 under the *Assignment Tab*.

3. Upload your completed worksheet to the corresponding assignment on Sakai to allow a peer to review your work and offer feedback.
4. In the meantime, you will review one of your peer's completed worksheets and offer feedback and a grade through the Sakai peer assessment system. The distribution process is completed automatically by Sakai.
5. This process is repeated for lessons 3 & 4.
6. Lesson 5 has two minor variations: 1) this lesson, which will include the other lessons you already completed, is submitted to the instructor for review instead of to your peers for review, and 2) be sure to complete the self-evaluation found at the bottom of the document.
7. Be sure to follow the timeline for completion found under the section "Class Schedule with Assignments" below and on the worksheet.
8. Due to the compressed timeline of the course, it is imperative you submit work on time. For this assignment, late completion of work cannot be accepted, and failure to either submit or review worksheets will result in a zero for that portion of the assignment. Plus, it leaves one of your classmates hanging.

You earn your grade through the quality of your submissions as determined by both your peers and your self-evaluation. Additionally, consider the quality of feedback you offered your peers as part of your self-evaluation grade for this assignment.

ASSIGNMENT #1-C – LESSON CONTENT

As part of our self-evaluation, you will be asked to assess how thoroughly you reviewed the lesson material, including articles, websites, videos, and e-games.

ASSIGNMENT #2 - ABSTINENCE PROJECT PAPER: SEE DUE DATES IN "CLASS SCHEDULE" BELOW

You will abstain from a mood-altering chemical, substance, or food during much of this course. Substances may include alcohol, nicotine, caffeine, sugar, chocolate, or similar substances. Choose a substance that will be a clear challenge to stop using. The learning in this project comes from abstaining, thus it is important to make your very best effort in this regard. Other behaviors may be considered as well (e.g., cell phone, social media, etc.).

Please note, you must submit a **draft** of Sections 2 and 3 of this paper, as noted below, **prior** to the initiation of abstinence.

Students in recovery should use caution in choosing their choice of substance or behavior from which to abstain. Please be confident your choice will not jeopardize your recovery. If you would like to discuss this issue feel free to contact me.

You earn your grade by demonstrating critical thinking skills, personal insight, and an understanding of how the project relates to Problematic Substance Use and Substance Use Disorders.

ABSTINENCE PAPER ORGANIZATION (FOLLOW THE RUBRIC, LOCATED IN SAKAI UNDER THE SYLLABUS TAB OR RESOURCE TAB). BASIC STRUCTURE:

1. **Introduction (Section 1)**
2. **Goodbye Letter to substance/behavior (Section 2)** – Write a letter to your substance of choice remarking upon the pros and cons of your relationship. Say farewell to the substance, at least temporarily. Feel free to be creative in your approach to this letter.
3. **Abstinence Expectancies (Section 3)**- Discuss what you expect from the project. Include:
 - The substance you chose to abstain from and why

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- Identified supports (minimum of two) and your expectations of them
 - Your motivation for change (or lack thereof)
 - An exploration of potential challenges during the project
 - Your expectations about the project, specifically, whether you will succeed or fail, and by what definition
4. **Reflections of the Process (Section 4)** -Reflect on your experience over the past several weeks. This should be an account of your struggles, successes, insights, setbacks, perceptions, etc. This section should incorporate course materials as they relate to this project; this is **NOT** just a reflection of the process. You would do well to consider this from a bio-psycho-social-spiritual perspective.
5. **The Educational Experience (Section 5)** - Summarize your experience and what you learned. If not yet covered in the section above, this section of the project should answer the following questions:
- What did you learn about yourself?
 - What did you learn about behavior and attitude change?
 - How did your motivation change during the project (according to the stages of change)?
 - Can change occur without intrinsic desire?
 - What did you learn about relapse and relapse prevention?
 - How has this project impacted your view of addiction? People with SUD's? Treatment?
 - Probably a good section to incorporate the minimum of two scholarly articles.

PAPER FORMAT

- Maximum of seven pages, typed (not including the reference page), double-spaced, 1-inch margins.
- Use APA style and format (although use of first-person is acceptable when it seems appropriate)
- Reference page
- A *minimum* of two scholarly resources, outside of the course material, are required. These resources should support the theme(s) of your paper and not appear as being forced into your paper as an afterthought.
- Paper will be graded on fulfillment of assignment, clarity of ideas, use of resources, correct format, and grammar.

*A grading rubric is available in Sakai under the *Syllabus Tab* and must be completed and submitted along with your paper.

ASSIGNMENT #3 – SUPPORT GROUP REACTION PAPER: SEE DUE DATES IN “CLASS SCHEDULE” BELOW

The description below does not consider changes in our communities stemming from the COVID pandemic. Mutual support groups, such as AA, NA, and SMART Recovery have moved to an online venue. Although online meetings are more accessible, finding one that is “open” (meaning to anyone, including guests who are not seeking recovery) may be more of a challenge. For AA, you may want to try: <https://aa-intergroup.org/>.

You must attend **one** (1) support meeting in the community. You may select from Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Overeaters Anonymous, Codependents Anonymous or another recovery and/or mutual aid group. You need to attend a meeting in a community-based setting (i.e., not within treatment centers, hospitals, or mental health centers). Unless you identify as a recovering person you must go to a meeting designated as “open”. Open meetings are designed

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for anyone interested in twelve-step programs. Should someone ask, be honest about your reason for attending... ***“I am here because I want to learn more about twelve-step meetings”***, or, ***“My name is [Mike] and I am happy to be here.”*** On a participant/observer continuum, your role leans heavily towards observer. You may want to research the type of meeting you plan to attend as well as the philosophy of the program before you go. To be a good observer you need to know something about what you are observing, but please do not take notes during the meeting. Above all, respect the anonymity of the people you meet during this experience. Keep in mind you may meet people that you know but were unaware of their participation in a recovery group. If you have a rich history in attending this type of meeting, try something new. It is normal to feel a bit invasive. However, overwhelmingly students report members as welcoming and happy to have another person become knowledgeable about the meeting or organization.

REACTION PAPER ORGANIZATION (FOLLOW THE RUBRIC, LOCATED IN SAKAI UNDER THE SYLLABUS TAB OR RESOURCE TAB). BASIC STRUCTURE:

1. Introduction

2. Review of Meetings

Provide a brief review of the meeting. Consider format, structure, demographics, and atmosphere of the meeting.

3. Personal Reaction

Describe what the experience was like for you. Questions to consider may include: How might your experience influence your work with clients in active addiction and/or recovery? How did your personal constructs about problem substance use and recovery change as a result of this project? What was the most important thing you learned from this experience? What questions, concerns, and reassurances did this project bring to mind?

4. Coursework

How does your experience relate to your coursework? This section demonstrates ability to apply learning.

5. Conclusion

PAPER FORMAT

- Maximum of five pages, (not including a reference page, if applicable), typed, double-spaced, 1-inch margins
- APA style and format is *not* required
- Use first person perspective
- Reference page (if applicable)
- Maintain anonymity of individuals you encountered in the meeting

Your paper is graded on fulfillment of assignment, clarity and integration of ideas, and correct format and grammar.

*** A grading rubric is available in Sakai under the *Syllabus Tab* and must be completed and submitted along with your paper.**

FINAL EXAM: DUE JULY 28 BY 11:30 P.M. (ONLINE)

The final exam will be online through Sakai and available July 28 from 5:00 a.m. to 11:30 p.m. Ninety minutes are allotted to complete the exam. You must complete the exam by 11:30 pm and you will be locked-out after 90 minutes. It is therefore critical to monitor your time. The format of the exam

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will include multiple choice, true/false, and fill-in-the-blank. As tempting as it may be, this is NOT an open-book exam. A study guide will be made available about a week prior to the exam. While helpful, this does not cover all the material on the exam.

POLICY ON INCOMPLETE AND LATE ASSIGNMENTS:

Any deviation from announced deadlines for written assignments or examinations must be cleared in advance with the Instructor. As a rule, late papers will not be accepted. Make-up exams must be taken within three days of the announced date and will require documentation of illness or family crisis.

POLICY ON MISSED CLASSES:

You are expected to complete all assignments within the completion dates of the assignments.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Accessibility and Resources Services

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email: accessibility@unc.edu. A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

WRITING EXPECTATIONS AND SUPPORT

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. All written assignments for this course should be submitted in APA style unless otherwise indicated by the nature of the assignment.

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students Tab: <https://ssw.unc.edu/students/writing>).

ACADEMIC DISHONESTY:

Plagiarism in any form is not acceptable and it is a violation of the UNC Honor Code. Plagiarism is defined by the Honor code as the "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise". Consulting the following website will help you to avoid it:

<http://ssw.unc.edu/students/writing>

The *APA Style Guide*, The *SSW Manual*, and the *SSW Writing Guide* are also good sources of

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information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral is made to the Office of the Student Attorney General for investigation and further action as required.

GRADING SYSTEM:

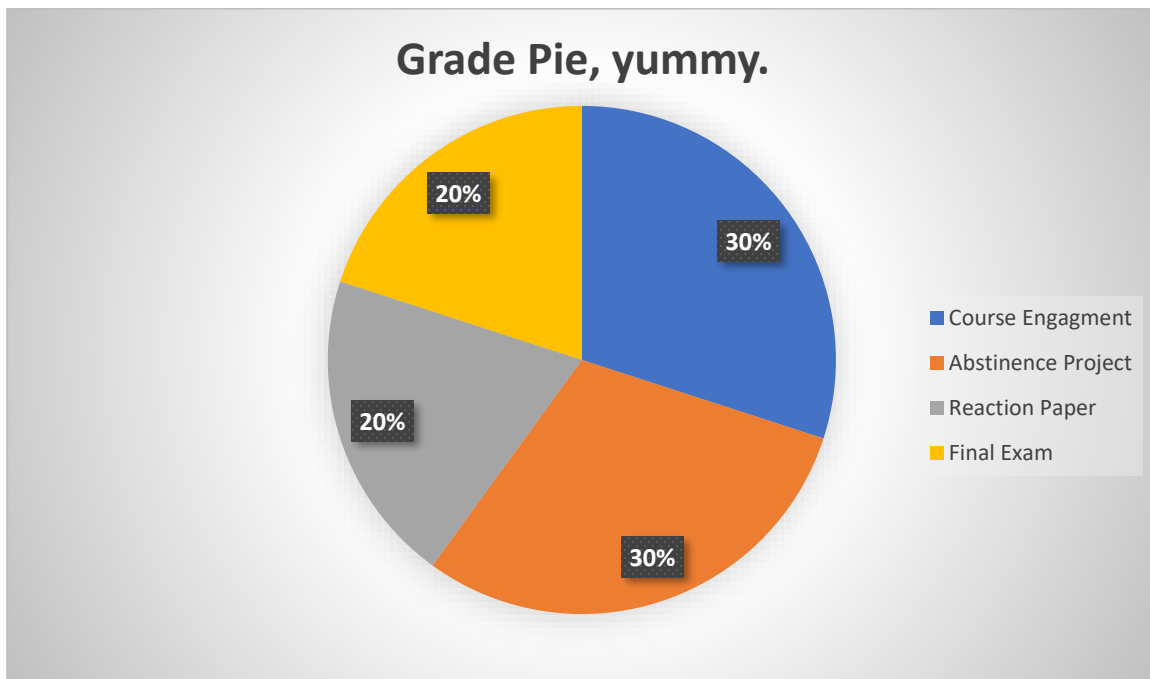
Courses in the School of Social Work are graded as follows:

Written assignment, examinations, and final grade will be based on the following percentage scale:

H=	94 - 100	L=	70-79
P=	80 – 93	F=	69 and below

Final Grade for this course is determined as follows:

- **Assignment #1 – Course Engagement (Assignments 1 A-C)** **30%**
- **Assignment #2 – Abstinence Project Paper** **30%**
- **Assignment #3 – Support Group Reaction Paper** **20%**
- **Final Exam** **20%**



MSW Practitioners (i.e., non-students) will not receive a formal grade on official university records for this course. However, a P (70%) or better is required to receive a certificate of completion for the course.

EVALUATION OF STUDENT PERFORMANCE:

The following factors are considered when determining the grade earned by each student in this course:

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- An “H” is awarded to students whose work reflects “clear excellence” as defined by the Graduate School. “Clear excellence” means exceeding “P-level” requirements in two ways: (a) analysis & evaluation of class practice, and (b) extensive use of scholarly literature.
- A “P” will be awarded for completion of all requirements as set forth in this syllabus and with none of the deficiencies noted below. A “P” as defined by the Graduate School signifies entirely satisfactory work.
- An “L” will be assigned when a student has excessive absences or tardiness from class without justifiable reason and fails to participate in class discussions and activities. An inability to produce written work that demonstrates graduate-level skills, (e.g. excessive spelling, punctuation, grammatical, and citation errors) will also adversely affect a student’s grade. Students are expected to use a 12-point font and the reference style of the Publication Manual of the American Psychological Association.
- An “F” will be assigned for failing to complete any of the above-mentioned requirements as set forth in this syllabus. Total score for all assignments completed that fall below a grade of 70 will also result in a course grade of “F”.

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CLASS SCHEDULE WITH ASSIGNMENTS

NOTE: All assignments are uploaded into the corresponding assignment located in the Assignments Tab.

DATE	EVENT	NOTES & INSTRUCTIONS
LESSON 1 (Week 1: 6/21 – 6/27)		<i>Hint: Attend Support Group Meeting ASAP</i>
Monday June 22	Lesson #1 Material Available on Sakai (by Noon)	<ul style="list-style-type: none"> Instructions: The lesson material for Lesson 1 is located under the <i>Lesson 1 Tab</i> on the home page for the course. Just start at the top and work your way down. Hint: It is probably not a good idea to try to complete all of the lesson material in one sitting, and it is probably a good idea to take notes that you can later use to study for the exam. Textbook: Chapter 1 – <i>Understanding Addiction</i>
Wednesday June 24	Assignment #2 - Abstinence Project Draft of Sections 2 & 3 (due by 11 pm)	<ul style="list-style-type: none"> Note: Upload a draft of Sections 2 & 3 of <i>Assignment #2 - Abstinence Project</i> (rough draft; this will not be graded) Instructions: Upload to Sakai under <i>Assignment #2 – Abstinence Project Draft for Sections 2 & 3</i> <ul style="list-style-type: none"> If you absolutely cannot get the Sakai upload to work for you, email me a copy at: uncmike@unc.edu
Wednesday June 24	Assignment #2 - Abstinence Project (begins by 11 pm)	<ul style="list-style-type: none"> Instructions: Abstain from target substance or behavior.
Fri or Sat June 26 or 27	Team Incubator Session	<ul style="list-style-type: none"> Instructions: per syllabus and Lesson Plans, meet with your Incubator Team.
LESSON 2 (Week 2: 6/28 – 7/4)		<i>Hint: Attend Support Group Meeting ASAP</i>
Monday June 29	Lesson #2 Material Available on Sakai (by Noon)	<ul style="list-style-type: none"> Instructions: The material for Lesson 2 is located under the <i>Lesson 2 Tab</i>. Textbook: Chapter 2 – <i>Domain 1 - Screening, Assessment and Engagement</i>
Fri or Sat July 3 or 4	Team Incubator Session	<ul style="list-style-type: none"> Instructions: per syllabus and Lesson Plans, meet with your Incubator Team.
Sunday July 5	Assignment #1B - Case Application Worksheet (due by 5 pm)	<ul style="list-style-type: none"> Note: Complete <u>Lessons One & Two</u> for <i>Assignment #1B – Case Application Worksheet</i>. Instructions: See assignments section above and closely read the instructions on the <i>Case Application Worksheet</i> located within the <i>Assignments Tab</i> under: <i>Assignment #1B - Case Application Worksheet Lessons 1 & 2</i>.
Sunday July 5	Receive a Peer's Case Application Worksheet (by 5 pm)	Instructions: You will receive notification via Sakai to access one of your classmate's <i>Case Application Worksheets</i> with the required lessons completed. Carefully review <u>Lesson One & Two</u> of your peer's submission and offer feedback and a grade directly onto your peer's document, then upload via Sakai. Due 7/8 by 11 pm.

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LESSON 3 (Week 3: 7/5 – 7/11)		<i>Hint: Attend Support Group Meeting ASAP</i>
Monday July 6	Lesson #3 Material Available on Sakai (by Noon)	<ul style="list-style-type: none"> ▪ Instructions: The material, including additional readings, are located under the <i>Lesson 3 Tab</i>. ▪ Textbook: Chapter 3 – <i>Domain II - Treatment Planning, Collaboration and Referral</i>
Wednesday July 8	RETURN Assignment #1B - Case Application Worksheet (due by 11 pm)	<ul style="list-style-type: none"> ▪ Note: This is the due date for the feedback and grades for <u>Lessons One & Two</u> for <i>Assignment #1B – Case Application</i> to your classmates. ▪ Instructions: See instructions on the <i>Case Application Worksheet</i>.
Fri or Sat July 10 or 11	Team Incubator Session	<ul style="list-style-type: none"> • Instructions: per syllabus and Lesson Plans, meet with your Incubator Team.
LESSON 4 (Week 4: 7/12 – 7/18)		<i>Hint: Begin your search for scholarly resources to support Assignment #2</i>
Sunday July 12	Assignment #3 – Reaction Paper (due by 11 pm)	<ul style="list-style-type: none"> • Instructions: Follow instructions under <i>Assignments</i> above. Upload onto Sakai under Assignment #3. Be sure to also submit a completed rubric (found under the Syllabus Tab).
Monday July 13	Lesson #4 Material Available on Sakai (by Noon)	<ul style="list-style-type: none"> ▪ Instructions: The material for Lesson 4 is located under the <i>Lesson 4 Tab</i>. ▪ Textbook: Chapter 4 – <i>Domain III - Counseling</i>
Fri or Sat July 17 or 18	Team Incubator Session	<ul style="list-style-type: none"> ▪ Instructions: per syllabus and Lesson Plans, meet with your Incubator Team.
Sunday July 19	Assignment #1B - Case Application Worksheet (due by 5 pm)	<ul style="list-style-type: none"> • Note: Complete <u>Lessons Three & Four</u> for <i>Assignment #1B – Case Application Worksheet</i>. ▪ Instructions: See assignments section above and review the instructions on the <i>Case Application Worksheet</i>.
Sunday July 19	Receive a Peer’s Case Application Worksheet (by 5 pm)	<ul style="list-style-type: none"> • Instructions: You will receive notification via Sakai to access one of your classmate’s <i>Case Application Worksheets</i> with the required lessons completed. Carefully review <u>Lessons Three & Four</u> of your peer’s submission and offer feedback and a grade directly onto your peer’s document, then upload via Sakai. Due 7/8 by 11 pm.

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LESSON 5 (Week 5: 7/19 – 7/25)		
Monday July 20	Lesson #5 Material Available on Sakai (by Noon)	<ul style="list-style-type: none"> ▪ Instructions: The material, including additional readings, are located under the <i>Lesson 5 Tab</i>. ▪ Textbook: Chapter 5 – <i>Domain IV – Professional and Ethical Responsibility</i>
Tuesday July 21	Assignment #2 - Abstinence Project (ends at 11 pm)	<ul style="list-style-type: none"> ▪ Instructions: The abstinence project ends. ▪ Note: There is not much time before the paper for this project is due; plan accordingly.
Wednesday July 22	RETURN Assignment #1B - Case Application Worksheet (due by 11 pm)	<ul style="list-style-type: none"> ▪ Note: This is the due date for the feedback and grades for <u>Lessons One & Two</u> for <i>Assignment #1B – Case Application</i> to your classmates. ▪ Instructions: See instructions on the Case Application Worksheet.
Thursday July 23	Assignment #2 – Abstinence Project Paper (due by 11 pm)	<ul style="list-style-type: none"> • Instructions: Upload to Sakai under <i>Assignment #2 – Final</i>. Be sure to also submit a completed rubric (found under the <i>Syllabus Tab</i>).
Fri or Sat July 24 or 25	Team Incubator Session	<ul style="list-style-type: none"> ▪ Instructions: per syllabus and Lesson Plans, meet with your Incubator Team.
LESSON 6 (Week 6: 7/26 – 8/1)		
Sunday July 26	Assignment #1B – Case Application Worksheet (due by 5 pm)	<ul style="list-style-type: none"> • Note: Complete <u>Lesson Five</u> for <i>Assignment #1B – Case Application Worksheet</i> and upload it to Sakai <u>for instructor review</u>. Please do NOT revise previous sections. • Instructions: See assignments section above and closely read the instructions on the <i>Case Application Worksheet</i>.
Sunday July 26	Self-Evaluation (due by 5 pm)	<ul style="list-style-type: none"> • Instructions: Complete Course Self-Evaluation, located in the <i>Resources</i> tab under the file for <i>Student Documents</i>. Upload to <i>Course Self-Eval</i> under the <i>Assignments</i> tab.
Tuesday July 28	Final Exam	<ul style="list-style-type: none"> ▪ Instructions: Online, closed-book, 90 minutes maximum. You can take the exam anytime between 5:00 am and 11:30 pm but you must be <i>finished</i> by 11:30 pm.

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COURSE REFERENCES

The following references are for the material (e.g., articles, links, videos) covered in this course. Please note that items are subject to change as the instructor deems appropriate for the needs of the students. Changes will be made in a manner allowing for sufficient time for students to adjust.

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