

Basic Course Information SPRING 2025

Semester:	Fall Semester 2025	Instructor Name:	Aruna Patel
Course Title & #:	ADS 101 Introduction to Addiction study Treatment, Intervention and Recovery	Email:	Aruna.patel
CRN #:	10939	Webpage (optional):	N/A
Classroom:	Online	Office #:	2031
Class Dates:	Aug 11- Oct. 2025	Office Hours:	Mondays 12:00-4:00PM
Class Days:	Tuesdays Online	Office Phone #:	(760)355-6579
Class Times:	Online	Emergency Contact:	(760) 355-6144
Units:	3	Class Format/Modality:	Online assignments, quizzes, discussion, in canvas.
Last day to add the class	10/4/2025	Deadline to drop with "W" the class	9/19/2025

Course Description

[Paste in the course description from the Course Outline of Record (COR), located at <https://imperial.curricunet.com/Search>]

This course is an introduction to assessment and treatment approaches to Alcoholism (Alcohol related disorders and be greatly focused on the basic theoretical approaches to disease. This course will examine the various components of intervention, treatment, recovery, referrals, resources, transdisciplinary foundations of understanding addiction, Treatment knowledge, professional readiness, clinical evaluations, counseling, family and community education, documentation, and Professional and ethical responsibilities. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

[Paste in the course prerequisite(s) and/or corequisite(s) from the COR, located at <https://imperial.curricunet.com/Search>]
Students are required to read and write in English to understand the course material which will be presented in English Language. Students should have High school level of how to read, write and comprehend in English.

Student Learning Outcomes

[Paste in the course student learning outcomes from the COR, located at <https://imperial.curricunet.com/Search>]
Upon course completion, the successful student will have acquired new skills, knowledge, and our attitudes as demonstrated by being able to:

1. Develop an alcohol intervention using information and assessment skills. (ILO1, ILO2, ILO3, ILO5)
2. Choose an intervention team. (ILO1, ILO2, ILO3) 3. Conduct a mock intervention. (ILO1, ILO2, ILO3)
4. Addiction Counseling Competencies in Screening, Assessment and recognizing cultural issues when choosing treatment programs.
5. Knowledge of different treatment models and treatment planning for addiction.

Importance of referrals and documentation.

Course Objectives

[Paste in the course objectives from the COR, located at <https://imperial.curricunet.com/Search>]

Upon satisfactory completion of the course, students will be able to:

1. Describe attitudes and behaviors surrounding the use of alcohol and psychoactive drugs.
2. Demonstrate a working knowledge of the impact of alcoholism/drug abuse in various segments of society.
3. Define his/her own attitudes about the alcoholic/addict.
4. Demonstrate understanding of the major treatment models.
5. Demonstrate a working knowledge of local groups and the organizations offering treatment services.
6. Demonstrate an intervention in a family or workstation.
7. Demonstrate Professional readiness.
8. Demonstrate understanding of screening and assessment of the alcoholic/addict.
9. Demonstrate treatment planning.
10. Demonstrate Counseling skills for individuals, group, and family.

Demonstrate Professional and Ethical Responsibilities

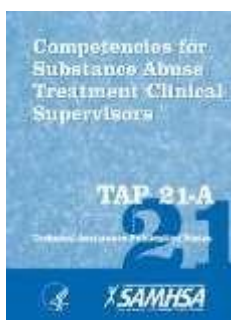
Textbooks & Other Resources or Links

[Describe which textbooks and/or other resources are required for the course. Be sure to include ISBN.]

1. **Required: Intervention, Treatment, & Recovery: A Practical Guide to The Tap 21 Addiction Counseling Competencies (2nd Edition), Author: Lori L. Phelps, California Association for Alcohol/Drug Educators ISBN 978-1465267450. Textbook Information: <http://www.kendallhunt.com/phelps/>**



2. **Addiction Counseling Competencies: The Knowledge, Skills, and Attitude of Professional Practice (Technical Assistance Publication Series)** **TAP 21**

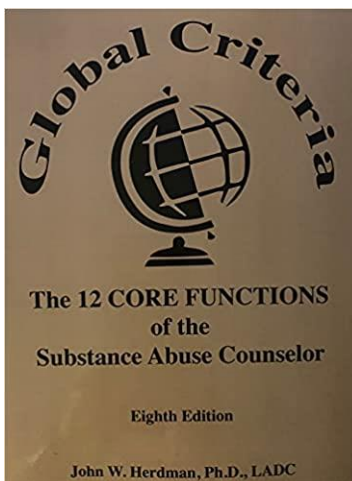


SAMHSA Substance abuse and Mental Health Services Administration

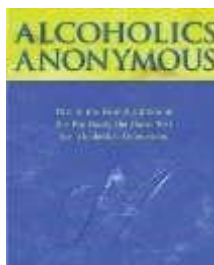
Electronic Access and Printed Copies obtained free of charge at 1-877-726-4727 or <http://store.samhsa.gov>.

3. Global Criteria. The 12 core functions of the Substance Abuse Counselor Eighth Edition By: John W. Herman, PhD., LADC

ISBN: 13: 978-0-976834-8-2



4. Required textbook for book report: Alcoholics-Anonymous (Big Book) 4th edition. ISBN: 978-18930-0-7161. Free PDF Version available at: http://www.aa.org/pages/en_US/alcoholics-anonymous



Course Requirements and Instructional Methods

[Describe course activities, assignments, tests, homework, etc.]

[Required Information: Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#).]

This course will consist of a combination of lectures, class discussions, assigned readings, individual papers, group projects and performance exams.

Participation and Attendance: Class participation consists of discussions, turning in your assignments on time weekly and active involvement during group discussions on canvas or zoom class. Group participation is especially important, and students are required to complete their part in the group activity on time.

Exams: There will be two exams throughout the semester (Midterm & Final). They will be based on textbook reading, lecture materials and handouts. Exams will be multiple choice format, fill in the blanks true or false questions or



matching the answers, If a student fails to not take the exam on the day of a scheduled exam, a makeup exam will only be allowed if absence is excused and must be taken **no later than a week after original scheduled exam**.

Group Project: *There will be a final group presentation. It will consist of researching ONE main type of counseling model used for treatment of Addiction. The group will research and present the theory behind the counseling model chosen, research on the effectiveness of the treatment modality, main techniques used by the counseling theory and a 5-minute role-play demonstrating the use of at LEAST ONE technique used by the model. More information on the group project will be given at a later date.*

In class assignments: *Throughout the semester, there will be scheduled and random class assignments that will provide the student with the opportunity to practice the material being learned in class. Class assignments will count towards the final grade. There is no opportunity to make up for class assignments if not turned in on time in canvas. Make sure your computers are working, and all the discussions and assignments are posted on time.*

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

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Course Grading Based on Course Objectives

[Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.



IMPERIAL VALLEY COLLEGE

Course Policies

[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]

Attendance

The information below is the IVC attendance policy:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class? Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe my policies regarding netiquette.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return



messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for the best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around, and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

5) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim light so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare), but you look like a silhouette.

6) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, brush your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

7) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone, and put it away.
- c. If you are in a room with a TV – turn it off.

8) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It is best if you conference in a private space, but if you can’t find a quiet place, when noises arise MUTE your laptop.

9) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

10) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instructions. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

11) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one is owned the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment.
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment.
- Having someone else take an exam or quiz for you.



- Conferring with others during a test or quiz (if the instructor did not explicitly say it was a group project, then he/she expects you to do the work without conferring with others).
- Buying or using a term paper or research paper from an internet source or another company or taking any work of another, even with permission, and presenting the work as your own.
- Excessive revising or editing by others substantially alters your final work.
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or preparing a student for a test in another section of the same class).
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Other Course Information

[Optionally, include other necessary information.]

Imperial Valley College offers numerous services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877893-9853.
- **[Learning Services](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus reopens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) are in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and



Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232.

Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

[Required language.] Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760355-6313. Please contact them if you feel you need to be evaluated for educational accommodation.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural competence, and a commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies

Updated 11/2024



strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight into the student population, who historically are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a dedicated support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Course Grading Based on Course Objectives

Grading Criteria: ADS 101 must be taken on a "letter grade" basis only.



The breakdown of this course is on a grade point scale.
 No makeup tests are allowed after the due date is gone.
 No late assignment is accepted for grade points.

Assignments	Total Required	Point Value	Total Points
Chapter Quizzes	8	10	80
Exams	1	50	50
Alcoholics Anonymous Book Report	1	25	25
Intervention Presentation group project team effort (A must.)	1	50	50
Semester Project (can work in groups)	1	50	50
Discussions	7	10	70
Assignments	7	15	105
Thought Paper	1	25	25
Recovery plan	1	25	25
Final	1	100	100
Total points			580

Extra Credit: Up to thirty points in extra credit can earned when attending AA, NA, Al-Anon or support group meetings during the semester. I need to present proof of what meeting you attended online or live if possible.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting]: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

*****Tentative, subject to change without prior notice*****

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/11/2025	Syllabus & Introduction & Orientation. Discussion and assignment week 1	Read chapter 1pages 1- 14

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 2 8/19/2025	Chapter 1: Addiction Counseling Competencies Tap 21	Do Exercises Activities Pages 21 and 23-23



Week 2 8/19/2025	Chapter 2: Transdisciplinary Foundation 1: Understanding the Disease Concept of Alcohol and Drugs –Competency 1,2,3,4	Chapter Read pages 25-34. Exercise 41-43 Discussion
Week 3 8/26/2025	Chapter 3: Transdisciplinary Foundation II: Treatment Knowledge. Conceptual Models and their Implications for Intervention. –Competency 5,6,7,8	Chapter 3 Pages 45-57 Exercise Page 63
Week 3 8/26/2025	Chapter 4: Transdisciplinary Foundation III: Application to Practice. Chemical Dependency in Women/Adolescents/Elderly Fetal Alcohol Syndrome (FAS) –Competency 9,10,11,12,13,14,15,16,17 –Intervention plus group work assigned. ►Written Assignment DUE: “Alcoholics Anonymous” Book Report first 164 Pages. Your own opinion on the book	Chapter 4 Read Pages 68-81 Exercise Page 87-89 Interview a family member, a friend, or someone you know would like to get into treatment Pages 90-92 This will be discussion assignment.
Week 4 9/2/2025	►Intervention practical group work ►Conduct Intervention	Via Zoom Project/ Video Tape Presentations Intervention is due in two weeks.
Week 4 9/2/2025	Chapter 5: Transdisciplinary Foundation IV: Professional Readiness–Competency 18,19,20,21,22,23 Semester Project Assignment I will post the instructions on canvas for you all ahead of time.	Chapter 5 Reading Pages 93-102 Exercise on page 106
Week 5 9/9/2025	Chapter 6: Practice Dimension 1: Clinical Evaluation Screening & Assessment –Competency 24,25,26,27,28,29,30,31,32 ►Exam 1 (Chapters 1-4 & Intervention)	Chapter 6 Pages 107-117 Exercises pages 123-128 Assignment and discussion
Week 5 9/9/2025	Chapter 7: Practice Dimension II: Treatment Planning Treatment Knowledge/ Treatment Facilities. –Competency 37,38,39,40,41,42,43,44,45,46,47,48	Chapter 7 Pages 129-136 Exercises Pages 137 &144

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests

Week 6 9/16/2025	Chapter 8: Practice Dimension III Referral –Competency 49,50,51,52,53,54,55 Chapter 9: Practice Dimension IV Service Coordination Competency 56,57,58,59,60,61	Chapter 8 Pages 147-155 Exercise page 157,158,158,161, &162 Chapter 9 163-168 Exercise Pages 169-173
Week 6 9/16/2025	Chapter 10 Practice Dimension V: Counseling, Pages 179-185 Competencies 75,76,77,78,79,80,81,82,83,84,85,86,87 Chapter 11 Pages 197-207 Practice Dimension V: Counseling Individual, Group Counseling Competencies 88. 89,90,91,92 93 ► Exam 2 (Chapters 5-9)	Chapter 10 pages 179-184 Pick one of the videos/ Webcasts pages 185. Pages 193-195 Exercises/ Activities Pages211-215
Week 7 9/23/2025	Chapter 12 pages 217-225 Practice Dimension V: Counseling Individual, Group and Family Counseling. Counseling Families, Couples and Significant Others. Competency 94,95,96,97& 98	Chapter 12 Exercises Pages 231-234
Week 7 9/23/2025	Chapter 13 Practice Dimension VI: Client, Family, and Community Education. Competences 99,100,101,102,103,104,105,106,107 Chapter 14 Practice Dimension VII: Documentation Competences: 108,109,110,111,112,113 & 114	Chapter 13 Exercises pages 255-260 Chapter 14 pages 261-270 Exercise 273-278
Week 9/30/20258	Chapter 15 Practice Dimension VIII: Professional and Ethical Chapter 15 Pages: 279-295 Competences: 115,116,117,118,119,120,121,122 & 123	Ethical codes and Scope of Practice Pages 370-314 Preparing for finals
Week 8 9/30/2025	Final Exam Chapters 10, 11, 12, 13, 14, 15	End of fall semester End 3 October 2025

