

Course Syllabus

[Jump to Today](#) Edit

College of Health Sciences | MA in Clinical Counseling

PSY6075: Treatment of Substance Use Disorders

3 Units

Summer 2026 | Quad 1

May 11 - July 5

In-Person

Meeting Days: Tuesday & Thursday

Meeting Times: 2:00 - 4:45 p.m. PST

Meeting Location: Mission Valley Campus, Room 201

Instructor: Carrie Tremble, Ph.D., LPCC, LAADC, SAP, EMDR

Email: ctremble@pointloma.edu
(<mailto:ctremble@pointloma.edu>)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

This course is designed to introduce students to etiological addiction counseling theories, research, and clinical application. Students will be invited to learn about the impact of addictive substances and behaviors on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments used to identify substance abuse, evidence-based practices in the field of addictions counseling (such as MI and DBT), prevention, and behavior modification techniques. Students will familiarize themselves with the impact of addictions on the family, group work with substance use clients, interventions, and addiction among special populations. Additionally, students will have the opportunity to engage in experiential learning activities such as attending 12-step program meetings, completing an abstinence experiential exercise, and role-playing to create knowledge pertaining to addiction counseling. This course serves to prepare students to address the issue of addiction with clients in general practice, as well as work in substance abuse counseling settings. Letter Grade.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.



Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the main etiological theories of substance abuse
2. Understand the pharmacological, physiological, and psychological aspects and effects of substance use and process addiction and the classifications of substances
3. Understand, and be able to apply skills and tools for the assessment and diagnosis of substance abuse and co-occurring disorders/ severely mentally ill
4. Demonstrate an understanding of the counselors' role at various stages in prevention, treatment, case management, advocacy, and collaborative treatment
5. Demonstrate an understanding of the various treatment modalities (e.g. individual, group, community resources, and self-help) and the legal and medical aspects of substance use
6. Demonstrate an understanding of the relapse dynamic and relapse prevention strategies in recovery-oriented care systems
7. Understand the unique needs and challenges in treating special populations at risk

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.



2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Calleja, N. G., & Kondili, E. (2025). *Fundamentals of addiction counseling: An introduction to clinical practice*. Cognella Academic Publishing.

Calleja, N. G., & Kondili, E. (2025). *Fundamentals of addiction counseling: Clinical practice manual*. Cognella Academic Publishing.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

This course meets PLNU and Western Association of Schools and Colleges (WASC) credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Credit Hour Distribution

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10



Writing		10	20
Other Assignments and Learning Activities	9	10	10
	24	65	45
TOTAL HOURS			134

Assessment and Grading

Assignment Descriptions:

1. **Attendance and Professionalism** Weekly attendance and active participation in class are expected. Students are expected to critically engage with course material and activities, be curious, explore diverse perspectives, and challenge assumptions. Together, we are responsible for fostering and maintaining a professional, positive, and stimulating classroom environment. Attendance, attitude, and involvement in class are essential components of being a successful student in this class. Your presence is critical to course outcomes for this class especially because of the in-class activities and role-plays you will be involved in with your partner. If you are not there it will be extremely difficult for them, as well as your teamwork for your clinical presentations.
2. **Option A: Experiential Exercise/Paper:** Students will engage in a 21-day abstinence exercise from ALL mood-altering substances (or from a behavior if you do not use any mood-altering substances) to help students experience similar feelings and thoughts that individuals might go through when quitting their substance or behavior of choice and to gain personal insights and develop empathy towards individuals struggling with abstinence or addiction recovery. It is not meant to emulate the recovery process but to foster understanding and empathy. **Option B: Research Paper** Students will write a comprehensive research paper on a topic of their choice within the field of addictions. The paper should provide an in-depth analysis and discussion on the chosen topic, supported by scholarly research and evidence. This research paper assignment is an opportunity to deepen your understanding of a key issue in the field of addictions and to develop your research and academic writing skills. Make sure to choose a topic that interests you and aligns with your future career goals in addiction studies.
3. **12 Step Meetings/Support Group Attendance and Reflection Paper** This assignment is designed to help you explore the field of addictions treatment outside the classroom. Students will attend a minimum of three *different* 12-step based and/or support group meetings.
4. **Student-Directed Presentation and Discussion - Substance Use Topic Discussion**
Assignment: This assignment provides an excellent opportunity to delve deeper into a substance



use topic, improve presentation skills, and foster a collaborative learning environment. Remember to be creative, enjoy the process, and make the discussion both informative and engaging for your classmates! Small groups of students will work together to select a topic related to substance use and lead a discussion in class.

5. **In-Class ASAM Group Paper** Students will review a case study provided in class that depicts a substance use disorder. In your small group team during class, students will develop an ASAM clinical formulation of the client affected by a substance use disorder (SUD) and create a treatment plan using the format provided.
6. **Assessment/ Case Conceptualization/ Treatment Plan** This assignment involves hands-on application of intake, assessment, case conceptualization, and treatment planning within a course laboratory setting. This assignment is designed to simulate real-world clinical scenarios, providing an invaluable opportunity to practice essential skills in a supportive educational environment.
7. **Case Study Final Exam** More information available in Canvas.

Assignment Distribution/Evaluation Criteria

Distribution of Points

Assignment	Points
Attendance and Professionalism	40 points
Experiential Exercise/ Scholarly Paper	20 points
Experiential Exercise Journal 1/ Scholarly paper idea submission	10 points
Experiential Exercise Journal 2/ Scholarly paper outline	10 points
12-Step Meetings and Paper	20 points
Student Directed Discussion/ Presentation	20 points



Assessment/ Case Conceptualization/ Tx Plan	30 points
DO A CLIENT MAP Paper	25 points
Final Exam	25 points
TOTAL	200 points

Grading Scale:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

Students must achieve a minimum grade of B- to pass this class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University)

Course Policies



Readings and Assignments: It is the students' responsibility to complete all required readings prior to coming to class in order to do well in class discussions, role-plays, and to promote a rich class time experience to demonstrate you can apply what you have learned. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due by the beginning of class on the date specified on the syllabus. No late assignment will be accepted.

Participation: The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade. Please put electronic devices used for taking notes during class on airplane mode to reduce distractions.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared, as the instructor is a mandated Title IX reporter. If the instructor acquires information relevant to a student's progress or performance in the program, he will contact the student for a meeting to discuss the issue.

Incompletes and Late Assignments

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYI6TosQ5mxg/edit?tab=...) 

https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYI6TosQ5mxg/edit?tab=...



PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma.edu/graduate-academic-and-general-policies) [https://pointloma-](https://pointloma.edu/graduate-academic-and-general-policies)



public.courseleaf.com/grad-catalog/academic-general-policies/#text for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

MLA Style Center: Citing Generative AI  (<https://style.mla.org/citing-generative-ai/>)

APA Style: How to Cite ChatGPT  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

Chicago Manual of Style: Citing Content Developed or Generated by AI  (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (ideally before the beginning of the semester) to assure appropriate accommodations can be provided. 

is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://www.pointloma.edu/bias>).



PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class 15 minutes late (or missing 15 minutes of class) is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class (or missing 30 or more minutes of class) will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-g-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-g-policies/>) for additional detail.



Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach



- **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through**  (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu
(<mailto:GPSWritingCenter@pointloma.edu>)

Course Schedule and Assignments

Class schedule: Instructor reserves right to change course schedule based on class needs

Course Schedule

Module	Date	Topic	Readings	Assignments Due
Light Week	Session 1	Light Week- No In-person Class		
	TUE	History of Addiction Counseling	Ch. 1	
	May 12	Addiction and Its Effects		
	Session 2	Light Week- No In-person Class	Ch. 2	Please complete video discussion board. This assignment counts for attendance for the week, but not for points.
	THURS	Addiction and Its Effects		
	May 14			**Please note: This assignment counts for your light week attendance and is not worth 

				points. Failure to complete the assignment will result in being marked absent for this class week.
Module 1	Session 3	Theories of Addiction	Chs. 3 & 4	Please complete readings of chapters before class.
	TUE May 19	Drug Classifications, Indications, and Contraindications		
Module 2	Session 4	Opioid Use Disorders	Ch. 11	Upload Experiential Exercise Journal Week 1 to Canvas or submit idea for Option B paper
	THURS May 21			
Module 2	Session 5	Co-Occurring Disorder	Ch. 10	
	TUE May 26			
Module 2	Session 6	Treatment Modalities and Other Approaches in Addiction	Ch. 9	Upload Experiential Exercise Journal Week 2 to Canvas or upload outline of Option B paper Student Presentation 1
	THURS May 28			
Module 3	Session 7	Assessment and Diagnosis in Addiction	Ch. 5	Student Presentation 2
	TUE June 2			



	Session 8 THURS June 4	Evidence-Based Practices in Addiction Treatment	Ch. 8	Experiential Exercise Journal Week 3 and Final Reflection Paper Due or Option B paper Due Student Presentation 3
Module 4	Session 9 TUE June 9	Multicultural Issues in Addiction	Ch. 12	Student Presentation 4
	Session 10 THURS June 11	Addiction Care Continuum: Settings and Roles	Ch. 7	ASAM Group Assignment Due by end of week if not completed by end of class.
Module 5	Session 11 TUE June 16	Case Conceptualization and Treatment Planning	Ch. 6	Student Presentation 5
	Session 12 THURS June 18	Assessment/Treatment Lab Day		12- Step Meeting Reflection Due
Module 6	Session 13	Clinical Support Strategies in Addiction Counseling	Ch. 13	Student Presentation 6



	TUE June 23			
	Session 14			Assessment/ Case Conceptualization/ Treatment Plan Due
	THURS June 25	Prevention and Process Addictions		Student Presentation 7
Module 7	Session 15			
	TUE June 30	Professional Practice Issues in Addiction Counseling	Ch. 14	Student Presentation Group 8
	Session 16			
	THURS July 2	Final Exam		Final Exam

Course Summary:

Date	Details	Due
Mon May 11, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/86322/assignments/1309068	due by 11:59pm
		
Tue May 12, 2026	 Light Week Discussion Video	to do: 12am



Date	Details	Due
	 Session 1 LIGHT WEEK Agenda: No in-person class Introduction to Substance Use Disorder Counseling	to do: 8am
Thu May 14, 2026	 Session 2 LIGHT WEEK Agenda: No In-person Class	to do: 8am
Sun May 24, 2026	 Experiential Exercise Week 1 Chart/ Scholarly Paper Idea https://canvas.pointloma.edu/courses/86322/assignments/1309073	due by 11:59pm
Tue May 26, 2026	 Session 11 Agenda: Case Conceptualization and Treatment Planning	to do: 11:59pm
Thu May 28, 2026	 Student Directed GROUP Presentation https://canvas.pointloma.edu/courses/86322/assignments/1309080	due by 2pm
	 Session 6 Agenda: Treatment Modalities and Other Approaches in Addiction	to do: 2pm
Sun May 31, 2026	 Experiential Exercise Week 2 Journal/ Scholarly Paper Outline https://canvas.pointloma.edu/courses/86322/assignments/1309074	due by 11:59pm
Tue Jun 2, 2026	 Session 5 Agenda: Co-Occurring Disorder	to do: 2pm
Thu Jun 4, 2026	 Session 8 Agenda: Evidence-Based Practices in Addiction Treatment	to do: 2pm
Sun Jun 7, 2026	 Mid-Course Professionalism Feedback https://canvas.pointloma.edu/courses/86322/assignments/1309076	due by 11:59pm

Date	Details	Due
Tue Jun 9, 2026	 Session 10 Agenda Addiction Care Continuum: Settings and Roles	to do: 2pm
	 Session 12 Agenda: Assessment/Treatment Lab Day	to do: 2pm
Thu Jun 11, 2026	 Experiential Exercise Reflection Paper or Scholarly Paper (https://canvas.pointloma.edu/courses/86322/assignments/1309077) 	due by 11:59pm
Sun Jun 14, 2026	 ASAM Treatment Planning Group Worksheet (https://canvas.pointloma.edu/courses/86322/assignments/1309070) 	due by 11:59pm
Tue Jun 16, 2026	 Session 9 Agenda: Multicultural Issues in Addiction	to do: 2pm
Sun Jun 21, 2026	 12 Step Meetings/Support Group Attendance and Reflection Paper (https://canvas.pointloma.edu/courses/86322/assignments/1309069) 	due by 11:59pm
Tue Jun 23, 2026	 Session 13 Agenda: Clinical Support Strategies in Addiction Counseling	to do: 2pm
Thu Jun 25, 2026	 Session 15 Agenda: Professional Practice Issues in Addiction Counseling	to do: 2pm
Sun Jun 28, 2026	 Assessment/ Case Conceptualization/ Treatment Plan (https://canvas.pointloma.edu/courses/86322/assignments/1309071) 	due by 11:59pm



Date	Details	Due
Tue Jun 30, 2026	Session 14 Agenda: Prevention and Process Addictions	to do: 2pm
Thu Jul 2, 2026	Session 16 Agenda Final Exam	to do: 2pm
Sun Jul 5, 2026	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/86322/assignments/1309072)	due by 11:59pm
	Professionalism (https://canvas.pointloma.edu/courses/86322/assignments/1309078)	due by 11:59pm
	Roll Call Attendance (https://canvas.pointloma.edu/courses/86322/assignments/1309079)	due by 11:59pm
	Final Case Study Exam (DO NOT PUBLISH UNTIL EXAM TIME) (https://canvas.pointloma.edu/courses/86322/assignments/1309075)	