

**Texas A&M University – Central Texas****MFT 5380-110 Addictions in MFT****Fall 2021 (August 23, 2021- December 10, 2021)****Mondays 6:30-8:30pm****Warrior Hall 314****Instructor:** Maria Medina, Ph.D., Clinical Psychologist, AAMFT Clinical Supervisor, LMFT-S, LPC-S, LCDC, NCC**Office:** Warrior Hall 318**Email:** [maria.medina98@yahoo.com](mailto:maria.medina98@yahoo.com) or [maria.medina@tamuct.edu](mailto:maria.medina@tamuct.edu)**Office Hours:** Please email to make an appointment.**Method of Instruction and Course Access:**

Course Dates: Tuesdays 6:30pm, August 23, 2021– December 10, 2021.

Location: Warrior Hall.

Modality: This is a 51% face to face and 49% online course. Please refer to class calendar for specific dates/times that course meets. This course utilizes the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. It will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions in class meetings, as well as within the Canvas environment.

**Student-Instructor Interaction:** I will be available to meet to discuss and resolve class-related issues during my office hours. Please send an email so we can schedule an appointment during my office hours or other times that we both are available. I will also check and reply to emails on a regular basis. Remember that there is only 1 of me and many of you, so please allow at least 1-2 business days for a response.

**Warrior Shield:**

Emergency Warning System for Texas A&amp;M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**COVID-19 Safety Measures:**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university

will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs. o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## COURSE INFORMATION

### 1.0 Course Overview

This course will provide students with an overview of substance use abuse, dependence, and addiction using a biochemical, systemic, and contextual framework. The impact of substance abuse to the individual, couple, the family will be discussed. The course will also examine various therapy models uses to assist individuals, couple, and families experiencing substance abuse.

### 2.0 Intended Student Outcomes

**Course Learning Outcomes** – this course targets two of the MFT program's **Student Learning Outcomes**:

**(SLO-3)**- Assess how contextual issues affect individual lives and relational dynamics

**(SLO-4)**- Formulate treatment plans based on individual issues, relational dynamics, and contextual issues.

**(SLO-6)**- Develop relationship with other mental health professionals/agencies and the local community.

It targets these SLO's through the following **Course Learning Outcomes:**

- 2.1** Students will understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system. (SLO-6)
- 2.2** Students will understand the major behavioral health disorders, including epidemiology, etiology, phenomenology, effective treatment, course, and prognosis. (SLO-6)
- 2.3** Students will learn how to assist clients in obtaining needed care while navigating complex systems of care. (SLO 3 & 4)
- 2.4** Students understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health) (SLO 3 & 4)
- 2.5** Students will understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning. (SLO 4)
- 2.6** Students will screen and develop adequate safety plans for substance abuse. (SLO4)
- 2.7** Students will understand the effects that psychotropic and other medications have on clients and the treatment process. (SLO 4 &6)

### **3.0 Ethics**

Students are expected to conduct themselves in a professional and ethical manner at all times. Follow AAMFT codes of ethics.

### **4.0 Required Reading**

- 4.1** Reither, M. D. (2015). Substance abuse and the family. NY: Taylor & Francis ISBN 9781138625976
- 4.2** Articles/book chapters will be available through library or Canvas.

## **COURSE REQUIREMENTS**

### **1.0 Course Requirements**

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. It is also expected that students will finish the required readings and be prepared to discuss them in class.

### **Assignments:**

**1.1 Class Participation (10 points):** Students should attend classes and engage in multiple discussions and role-plays throughout the semester to practice using key concepts, theories, and techniques.

**1.2 Attend 1 Meeting (10 points)-** Students are required to attend 1 open recovery/support meeting and share their observations and reflections in class. Students should submit information regarding their attendance of the group, such as the date, time, location, and name of the group they participate. Please also follow the confidentiality rules of the support group, if there is any. (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, & 2.4)

**1.3 Research Project (15 points)-** Each student will create and submit one research project relating to addiction and family therapy. More details will be announced in class. (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 2.6, & 2.7)

**1.4 Topic Presentation (15 points)-** Students are required to create a PowerPoint presentation concerning a substance and a specific population. Each student will sign up for one substance and present the nature and the effects of the substance chosen. (refer to Dangerous Drugs). Along with the presentation students are required to create a 1-3 page summary of the presentation with a reference list. Each student will sign up for one presentation date/topic on the first day of class. The presentation should consist of a structured lecture (15 minutes) and a discussion/Q&A section (5 minutes). Presentation slides should be uploaded to Canvas. Must follow APA format (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 2.6, & 2.7)

Helpful resources:

Brooks R. & McHenry B. (2015). *A contemporary approach to substance use disorders and addiction counseling*. 2nd Ed.. Alexandria,VA: American

Falkowski, C. (2003). *Dangerous Drugs: An easy to use reference for parents and professionals*. 2nd Edition. Minnesota: Hazelden.

Counseling Association.

Substance Abuse and Mental Health Services Administration <https://www.samhsa.gov/data/>

Scoring Rubric for Topic Presentation:	Satisfactory	Partially satisfactor y	Unsatisfactory
1. Clarity: Delivers presentation in a clear/student-friendly manner; includes a PowerPoint presentation and uploads the slides. 4	4	3-2	1-0
2. Precise Content: Provides an effective summary of the arguments (described in the article) and provides a fair critique of the articles themselves. 4	4	3-2	1-0
3. Engagement: Engages with classmates during the presentation (e.g. leading the discussion, responding to questions, etc.). 4	4	3-2	1-0
4. Professionalism: Has good control of time, behaves professionally, employs APA style correctly, etc. 3	3	2-1	0

**1.5 Case presentation (15 points)-** Students are required to present a case scenario and analysis concerning a substance and a specific population. Each student will sign up for one presentation date/topic on the first day of class. The presentation should include case presentation, discussion/analysis, treatment plan, and Q&A.

Presentation slides should be uploaded to Canvas. Must follow APA format (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 2.6, & 2.7)

Scoring Rubric for Case Presentation:	Satisfactory	Partially satisfactory	Unsatisfactory
1. Clarity: Delivers presentation in a clear/student-friendly manner; includes a PowerPoint presentation and uploads the slides.	2	1	0
2. Precise Content: Provides an effective summary of the arguments (described in the article) and provides a fair critique of the articles themselves.	3	2-1	0
3. Engagement: Engages with classmates during the presentation (e.g. leading the discussion, responding to questions, etc.).	3	2-1	0
4. Professionalism: Has good control of time, behaves professionally, employs APA style correctly, etc.	2	1	0

**1.6 On-line Discussion (15 points):** Each student will post **1** question/comment/observation on designated online classes. Please see class calendar for the dates to post. Every post has to relate to class materials or professional concepts and reference(s)/citation(s) should be included. This is due by the end of the class time that day. Late post will receive **zero** point.

**1.7 Final Exam (20 points)-** Details will be announced in class. (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5)

<b>Class Participation</b>	10 points
<b>Attend 1 Meeting</b>	10 points
<b>Research Project</b>	15 points
<b>Topic Presentation</b>	15 points
<b>Case Presentation</b>	15 points
<b>Online Discussion</b>	15 points
<b>Final Exam</b>	20 points
<b>Total Points</b>	

**100 points**

**Grade breakdown:**

A	90-100
B	80-89
C	70-79
D	60-69
F	68 and below

**5.0 Grading Criteria Rubric and Conversion *Overview of Grading:***

If students have any concerns or difficulties completing the class tasks/assignments, please talk with the Professor at least *two weeks* before each deadline so that she can provide individualized assistance or discuss alternative assignments.

## 6.0 Posting of Grades

All student grades will be posted on the Gradebook. Students should monitor their grade status.

# TECHNOLOGY REQUIREMENTS AND SUPPORT

## Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

## Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

## Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio

also requires the Chrome web browser with their custom plug in.

## Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466 Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

**Drop Policy** If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more information regarding the Student Conduct process, [<https://www.tamuct.edu/student-affairs/student-conduct.html>]. If you know of potential honor violations by other students, you may submit a report, [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any

questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research

for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website

[<http://tamuct.libguides.com/index>].

## OPTIONAL POLICY STATEMENTS

### A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

### Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)]. Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

## 9.0 Instructor Policies

As mentioned earlier, attending class is crucial for student therapists. More than *one unexcused* absence from class will result in failing this course. Examples of excused absences can include injury or illness that is too severe or contagious, illness of a dependent family member, religious holiday, etc. Please see <https://student-rules.tamu.edu/rule07/> for details. Students are responsible to notify the instructor about their (expected or unexpected) absence as soon as possible.

## 10.0 Copyright Notice



Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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