



School of Education and Behavioral Sciences
Master of Science in Counseling Psychology

PSY 711 Substance Use Disorder, Addictions Counseling, and Psychopharmacology

Online Asynchronous

Credits: 3 Section: 711-90-3 Term: Spring 2025

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

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Office Location: Behavioral Science Building 106

Office Hours: By Appointment Only

Virtual Office: By Appointment Only

Virtual Office Hours: By Appointment Only

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course is designed to deepen the student's understanding of substance use disorders as defined in the Diagnostic and Statistical Manual 5th Edition (DSM-V), focusing on assessment, best practice counseling approaches, and the 12 Core Functions of the Alcohol and Other Drug Abuse Counselor. The course emphasizes the goals, strategies and skills needed to be an effective mental health professional working with addictions and substance use disorders.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system, 10.5 hours in writing response papers and discussion response posts, 16 hours researching and developing an infographic, 20 hours writing and revising the research paper, and 16 hours working on a case study. There will be an additional 42.5 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

Required Materials

Treatment Strategies for Substance and Process Addictions by Robert L. Smith ISBN-13: 978-1556203534

Basic Psychopharmacology for Mental Health Professionals by Richard Sinicola, Timothy Peters-Strickland, et al. ISBN-13: 978-0134893648

Learning Material and Resources

- Ayer, L., Ramchand, R., Karimi, G., & Wong, E. C. (2022). Co-occurring alcohol and mental health problems in the military: Prevalence, disparities, and service utilization. *Psychology of Addictive Behaviors*, 36(4), 419–427. <https://doi-org.ezproxy.chaminade.edu/10.1037/adb0000804>
- Biegel, D. E., Kola, L. A., & Ronis, R. R. (2007). Supporting the implementation of evidence-based practices for adults with co-occurring mental and substance use disorders. *International Journal of Behavioral Consultation and Therapy*, 3(1), 1–12. <https://doi-org.ezproxy.chaminade.edu/10.1037/h0100179>
- Drake, R. E., Mueser, K. T., Brunette, M. F., & McHugo, G. J. (2004). A Review of Treatments for People with Severe Mental Illnesses and Co-Occurring Substance Use Disorders. *Psychiatric Rehabilitation Journal*, 27(4), 360–374. <https://doi-org.ezproxy.chaminade.edu/10.2975/27.2004.360.374>
- Kim, R. J., & Jackson, D. S. (2009). Outcome evaluation findings of a Hawaiian culture-based adolescent substance abuse treatment program. *Psychological Services*, 6(1), 43–55. <https://doi-org.ezproxy.chaminade.edu/10.1037/a0014750>
- Kirkner, A., Relyea, M., & Ullman, S. E. (2018). PTSD and problem drinking in relation to seeking mental health and substance use treatment among sexual assault survivors. *Traumatology*, 24(1), 1–7. <https://doi-org.ezproxy.chaminade.edu/10.1037/trm0000126>
- Ogloff, J. R. P., Talevski, D., Lemphers, A., Wood, M., & Simmons, M. (2015). Co-occurring mental illness, substance use disorders, and antisocial personality disorder among clients of forensic mental health services. *Psychiatric Rehabilitation Journal*, 38(1), 16–23. <https://doi-org.ezproxy.chaminade.edu/10.1037/prj0000088>
- Ruiz, M. A., Douglas, K. S., Edens, J. F., Nikolova, N. L., & Lilienfeld, S. O. (2012). Co-occurring mental health and substance use problems in offenders: Implications for risk assessment. *Psychological Assessment*, 24(1), 77–87. <https://doi-org.ezproxy.chaminade.edu/10.1037/a0024623>

Canvas (<https://chaminade.instructure.com>)

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY 711, the student will be able to:

1. Synthesize various approaches to the problem of substance use disorder and addictions to integrate, identify, and apply the appropriate application of Evidenced-Based Practice of counseling theories, modalities, and techniques. (PLO 1, 2)
2. Evaluate theories, models, and key issues of individual, family systems, behavioral patterns, and socio-cultural perspectives and how they interact and influence substance use disorder and addictions diagnosis, treatment, support, and recovery process. (PLO 1, 3)
3. Apply assessment and intake interview processes including the use and interpretation of a variety of instruments, and how to write progress notes and treatment plans (PLO 1, 2)
4. Analyze the legal and ethical issues relative to inpatient and outpatient substance use and addictions counseling, treatment, and interventions. (PLO 1)
5. Evaluate the scientific method and theory used in research, and indicate how these methodologies apply to substance use disorder and addictions (PLO 1)
6. Formulate communication about substance use disorders utilizing a variety of media formats. (PLO 2)
7. Examine neurobiological and psychopharmacological foundations of substance use disorder and addictions. (PLO 1, 3)
8. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to intervention strategies. (PLO 2, 3)

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as

part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

[ACA 2014 Code of Ethics](#)

Section C: Professional Responsibility Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

[Marianist Values](#)

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 711 Substance Use Disorder, Addictions Counseling, and Psychopharmacology is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gain knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, the attributes above will be demonstrated.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools - tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from:

<http://allpsych.com/researchmethods/replication.html>

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 3, 4, 5	2, 4, 5	2
PLOs	1, 3, 4	1, 3	1, 3
Native Hawaiian Values	2, 3, 4, 5	2, 4, 5	2
Gen Ed Learning Outcomes (if applicable)			

Course Activities

Assignments, Presentations, and Papers	Description	Points
Discussion Post and Assignments	Students will watch a video, read the textbook, and/or other material, and answer questions. Discussions will have two parts, an assignment submission that includes documents and a discussion post that your classmates will see. Answering discussion questions gives students the opportunity to engage with their classmates and gain different perspectives.	60 pts (10 * 5pts discussion post, 5pts discussion assignment docs)

<p>Participation</p>	<p>Students will respond to at least one (1) peer's Discussion response in each Discussion posted for the week.</p> <p>Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. You might want to respond to posts that are different from your ideas.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> • <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <u>well written</u>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. • <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. • <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. • <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. • <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. 	<p>30 pts (6 * 5pts each)</p>
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<p>Infographic</p>	<p>Students will create an infographic to explain to a hypothetical organization or person how addictions and psychopharmacology work from a neurobiological perspective. Students will choose a diagnosis from the DSM-V that relates to addictions (alcohol use disorder, cannabis use disorder, inhalant use disorder, etc.) and choose a type of drug (antidepressants, antipsychotics, benzodiazepines, etc.).</p> <p>Based on the diagnosis and drug type create an infographic that explains the neurobiology of the diagnosis and the pharmacodynamics of the drug. The infographic should include, but not limited to:</p> <ul style="list-style-type: none"> • Pharmacodynamics • Neurobiology of chosen DSM-V diagnosis and how it affects thoughts and behaviors • Interventions • Prevention • Sobriety maintenance <p>The infographic should be 3 pages minimum using at least 3 scholarly sources. The infographic should cite sources using APA format.</p>	<p>50 pts</p>
<p>Research Paper</p>	<p>Read three scholarly articles on the treatment of substance use disorder and co-occurring diagnoses. Then, prepare a brief paper in which you compare and contrast the three articles.</p> <p>Address the following in your paper:</p> <ul style="list-style-type: none"> • Identify each article and briefly describe the main contribution(s) to the field of treating substance use disorder (SUD). • Discuss the findings that each article presents in their research, ideas, or programs. • Discuss any similarities you see in comparison to each research article. • Note how each one differed. • Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on SUD. <p>Writing in a concise manner is one aspect of scholarly</p>	<p>50 pts</p>

	<p>writing; what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately.</p> <p>Length: APA format and 4 page minimum not including the title and reference page.</p> <p>Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policies.</p>	
<p>Community Resource Project</p>	<p>For this activity, you will locate resources. The focus is to help those with substance use disorders in recovery and to experience the process of case management. Since this activity requires finding resources for the recovering individual with SUD, it will be necessary for you to present resources that are attainable and primary to the recovering client who has completed treatment.</p> <p>You will create a presentation on what you have researched and include information on the resources available in the community. This is a learning model to emphasize community resources outside of treatment. DO NOT INCLUDE TREATMENT CENTERS OR FACILITIES as part of your resource list.</p> <p>This activity is to emphasize the concept of case management and the importance of referrals for clients needing services outside of treatment. Think of services a client would need during recovery other than a treatment center or treatment facility. You may present in a video, photos, or slide show with voice recordings. Keep your presentations limited to 8 minutes.</p> <p>You will need to prepare a list of resources with the following:</p> <ul style="list-style-type: none"> • Current description of resources in Hawaii (i.e. financial, housing, employment, sober supports etc.) • Contact number and resource address • Specify if resource is for males, females, or family 	<p>100 pts</p>

	<ul style="list-style-type: none"> • Eligibility requirements for a client to qualify for the resource • Prepare to explain these resources in a brief presentation and get as creative as you need. • Length of resource presentation: 8 minutes 	
<p>Case Study Project</p>	<p>Analyze a case study in the Sinicola et al. text. Complete questionnaires to practice administering the AUDIT, CAGE, DAST, ASAM and the ASI. In addition to the information, you are given about the client, you must expand upon the case history to include information about past issues with mental health and any family history of either addiction or mental health concerns. You will need to be creative because your case studies (from the course text) are limited and give a short description of the client therefore, you must expand your awareness of this population by completing research, interviews, readings, videos etc. and bring your research together to as a whole.</p> <p>For this assignment, imagine you are an intake coordinator for an addiction treatment center that offers both inpatient and outpatient addiction treatment options, as well as a multitude of other less intensive services. Overall, the case you choose has presented for evaluation to you, and your task is to give this case study client the assessment materials, use the information you gather from those assessments to determine if they meet the criteria for a substance use disorder, and then present their case to a treatment team to discuss a plan for recommended care. Prepare a narrated PowerPoint presentation for your meeting.</p> <p>In the presentation, be sure to include the following:</p> <ul style="list-style-type: none"> • Client name and demographic information • History of substance use and or addiction(s), including any prior treatment • History of mental health issues (there must be at least one other mental health issue included in your case) • History of family mental health or addiction history • Summary of the results of assessments 	<p>100 pts</p>

	<ul style="list-style-type: none"> • Diagnostic codes from DSM-5 of SUD and at least one other mental health disorder diagnosis • Recommended plan of action for the client (using the ASAM criteria for treatment). • 1 slide needs to explain the course of psychopharmacology for the client explaining: whether the client had been prescribed medications and stopped them, whether it has been recommended for the client to see medical professional for medication (physical and or mental conditions) consult, diagnosis(es) and types of medications that may be optimum for treatment as referenced by the text or other journal articles. <p>Remember, the audience for the treatment team will include the medical director, the nursing director, the clinical director, at least two addiction therapists, and a case manager.</p> <p>Incorporate appropriate animations, transitions, and graphics as well as speaker notes for each slide. The speaker notes may be comprised of brief paragraphs or bulleted lists and should cite material appropriately. Add audio (optional) to each slide using the Media section of the Insert tab in the top menu bar for each slide. Support your presentation with at least five scholarly resources. In addition to these specified resources, other appropriate scholarly resources may be included.</p> <p>Length: 12-15 slides (with a separate reference slide)</p> <p>Notes Length: 200-350 words for each slide</p>	
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Course Policies

Attendance

If you miss more than one class without a documented excuse, you will be given a “C” and you must retake the class. (This is graduate programs policy.)

Class Structure

Substance use disorder counseling will be taught from the perspective of the treatment provider, therapist, intake assessor, case manager, alternative treatment modalities using lecture, projects, reading material, and dyad experiences.

Students will learn how to develop a treatment plan based on the individual client's needs and how to assess and collect information necessary for the treatment of substance use disorder. Students will develop therapy skills through the practice of progress note documentation, assessments, and research.

Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction per week to your earned grade for the assignment.

Extra Credit

None.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

Final Grades

Final grades will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Who am I	5
Discussion Post	60 (6 @ 10 pts each)
Participation	30 pts (6 @ 5 pts each)
Infographic	50
Research Paper	50

Community Resource Project	100
<u>Case Study Project</u>	<u>100</u>
Total Points = 395	

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a

member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
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Week 1	<ul style="list-style-type: none"> • Chapter 1 Addictions an Overview (Smith) • Chapter 2 Alcohol Addiction (Smith) • Chapter 4 History Taking and Assessment Techniques (Sinacola et al.) • Video: Pleasure Unwoven 	Smith Ch. 1-2 Sinacola et al. Ch. 4	Who am I Discussion 1
Week 2	<ul style="list-style-type: none"> • Chapter 4 Marijuana Addiction (Smith) • Chapter 5 Methamphetamine Addiction (Smith) • Chapter 1 Why Study Psychopharmacology (Sinacola et al.) • Chapter 2 Basic Neurobiology (Sinacola et al.) • Chapter 3 Psychopharmacology and Pharmacokinetics (Sinacola et al.) 	Smith Ch. 4-5 Sinacola et al. Ch. 1-3	Discussion 2 Participation 1
Week 3	<ul style="list-style-type: none"> • Chapter 6 Prescription Drug Addiction (Smith) • Chapter 5 Treatment of Unipolar Depression (Sinacola et al.) • Chapter 6 Treatment of Bipolar Disorder (Sinacola et al.) • Chapter 7 Treatment of Anxiety Disorders (Sinacola et al.) 	Smith Ch. 6 Sinacola et al. Ch 5, 6, 7	Discussion 3 Participation 2
Week 4	<ul style="list-style-type: none"> • Chapter 7 Pathological Gambling (Smith) • Chapter 12 Treatment of Personality Disorders (Sinacola et al.) 	Smith Ch. 7 Sinacola et al. Ch. 12	Discussion 4 Participation 3
Week 5	<ul style="list-style-type: none"> • Chapter 8 Sexual Addiction 	Smith Ch. 8	Discussion 5 Participation 4
Week 6	<ul style="list-style-type: none"> • Chapter 8 Treatment of Psychotic Disorders (Sinacola et al.) 	Sinacola et al. Ch. 8	Discussion 6 Participation 5
Week 7	<ul style="list-style-type: none"> • Chapter 13 Treatment of Chemical Dependency and Co-Occurring Conditions (Sinacola et al.) 	Sinacola et al. Ch. 13	Infographic Participation 6

Week 8	<ul style="list-style-type: none">• Chapter 9 Disordered Eating• Chapter 11 Exercise Addiction• Chapter 13 Internet Addiction	Smith Ch. 9, 11, 13	Research Paper Due
Week 9	<ul style="list-style-type: none">• Community Resource Project		Community Resource Project
Week 10	<ul style="list-style-type: none">• Case Study Project		Case Study Project