



Chaminade University of Honolulu
Behavioral Science

PSY 711-90-3 Substance Use, Process Addictions & Psychopharmacology

M/T/W/Th/F 12:00 AM - 12:00 AM

7/7/2025 - 9/15/2025

Online, INT Online

Credits: 3 Term: Summer 2025

Instructor Information



Instructor: Desrae Kahale

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Phone: (808) 722-2437 or (808) 235-7393

Virtual Office ZOOM Link: 810 9578 5075

Virtual Office Hours: 9-10am Mondays

Communication

I will respond to emails within 24 hours. If you leave me a question or an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible.

Discussion and assignment feedback will be posted no later than 48 hours after its respective due date.

Exam scores will be made available to you once you have completed it in Canvas.

School & Department Information

School of Behavioral Sciences and Education

Office Location: [Academic Schools' website](#)

Phone: (808) 735-4711 If you have questions regarding the School of Behavioral Sciences & Education, reach out to your Instructor

Course Description & Materials

Catalog Course Description

This course is designed to increase the student's understanding of substance abuse assessment and addictions counseling. The course emphasizes the goals, strategies and skills needed to be an effective mental health professional working with addictions and substance use and processing disorders.

Course Approach:

Addictions counseling will be taught from the perspective of the treatment provider, therapist, intake assessor, case manager, alternative treatment modalities using lecture, student group 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 an addictions disorder. Students will develop therapy skills through practice of progress note documentation, assessments, and research.

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.

Required Materials

1. Treatment Strategies for Substance and Process Addictions by [Robert L. Smith](#)
ISBN-13: 978-1556203534
2. Basic Psychopharmacology for Mental Health Professionals by Richard Sinacola, Timothy Peters-Strickland, et al. ISBN-13: 978-0134893648

Suggested Resources & Articles:

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>

Recommended Items

Refer to the Canvas classroom for the additional learning materials.

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Canvas Support Hotline for students: +1-833-209-6111
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of MSCP Mental Health Counseling degree the student will be able to:

Students will identify core counseling theories, principles, concepts, techniques and facts.

2. Students will demonstrate the ability to facilitate the counseling process with clients.

1. Students will identify the relationship between adaptation and change and the counseling process.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will 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. Develop a comprehensive understanding of substance use disorders, exploring all approaches, cultural influences, and their impact on individuals and family systems, while integrating practical counseling theories and the caring side of treating such disorders.
2. Gain the skills to assess, diagnose, and treat substance use disorders through evidence-based practices, including how to conduct assessments, intake interviews, write progress notes, and create effective treatment plans, while also learning to redirect enabling behaviors into supportive actions.
3. Understand and apply ethical considerations in substance use counseling, including issues relating to cultural diversity, gender, legal, and ethical matters in both inpatient and diverse treatment settings.
4. Master the use of scientific research methods to evaluate and apply findings to the treatment of substance use disorders, including the interpretation of data through various instruments and the communication of issues surrounding substance use in different media formats.
5. Evaluate and assess the effectiveness of substance use disorder treatments across diverse populations, theories, and models, including the key elements of the DSM for addictions and related disorders, and current research and theory in addiction and related disorders.

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.

Addictions counseling, when aligned with Marianist values, adopts a holistic approach that interweaves these core principles into its fabric, aimed at supporting individuals on their journey towards recovery. Through educating for formation in faith, it offers a spiritual grounding and a sense of hope, enabling individuals to find strength and motivation for change. By providing an integral quality education, it equips individuals with a comprehensive understanding of addiction, fostering personal growth and self-awareness. The emphasis on educating in family spirit reflects in creating a supportive, community-oriented therapeutic environment, where individuals feel a sense of belonging and acceptance, crucial for healing. In educating for service, justice, and peace, it promotes a commitment to outreach and advocacy, encouraging individuals to engage in acts of service and contribute positively to society. Lastly, by educating for adaptation and change, it supports individuals in developing resilience and adaptive coping strategies, preparing them for a life of sobriety and continuous transformation, highlighting the dynamic interplay between personal recovery and the broader Marianist values.

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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

| | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|------------------|-------|---------|-------|-------|-------|
| Marianist Values | 2 | 4 | 3 | 2, 5 | 1, 5 |
| PLOs | 1, 2 | 1, 2, 3 | 1, 3 | 3 | 2 |

| | | | | | |
|--|------|------|---|------|---|
| Native Hawaiian Values | 1, 3 | 2, 4 | 5 | 2, 3 | 4 |
| Gen Ed Learning Outcomes (if applicable) | | | | | |

Course Activities

Discussions (10 points ea)

Assignments involving discussion must adhere to academic standards. Typically, you will need to submit at least two entries for these discussions. The first entry, known as the "content post," is your initial contribution to the discussion, details of which can be marked in Canvas. The second entry, referred to as the "response post," is your reply to the content post of another participant, either a peer or the instructor.

Subject matter is vital, and each conversation will focus on a distinct area of interest. When necessary, incorporate external citations, share insights from professional practice, or bring in additional relevant data.

Replying to a peer: When crafting your reply to a peer's post, aim for a meaningful contribution that extends beyond simple praises or expressions of interest. You are encouraged to enrich the discussion by supplementing the initial post with additional information, posing well-considered questions, or sharing pertinent professional experiences. It is acceptable to offer critiques on the post's content, provided that the feedback is delivered in a scholarly manner. When critiquing, ensure to include citations to substantiate your viewpoints when feasible. The focus should be on critiquing the content, not the individual.

All contributions should be insightful, comprehensive, and enhance the overall discussion. All posts, whether initiating a discussion or responding to one, must be articulated in a professional tone, demonstrate proper use of language and structure, and adhere to APA guidelines for citing external sources where applicable.

Homework

The homework policy is designed to reinforce learning, encourage independent study, and cultivate essential academic skills. Assignments are assigned to extend classroom learning, providing students the opportunity to apply concepts, engage in deeper analysis, and practice problem-solving in relevant contexts. It is expected that students will dedicate an appropriate amount of time outside of class, as outlined by the expectations of this course. Timeliness, quality of work, and adherence to guidelines are central to the policy, ensuring that academic integrity is maintained. I do encourage students to approach me with questions or concerns regarding their homework, promoting an environment of support and open communication.

Quizzes

Refer to CANVAS assignments for description on quizzes

Exams

An exam will be administered only if your point average falls below the required threshold to maintain an "A" grade. The exam will consist of 30 multiple-choice questions and 2 short-answer questions. The total number of points for the exam is 50.

Team Projects

Community Resource Powerpoint – 25 pts

For this activity, you will locate resources with a class partner or if you prefer, individually. 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. You will present to your class what you have researched and prepare to inform your class of 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. This activity is to emphasize the concept of case management and the importance of referrals for clients needing services outside of treatment. You may present in a video or power point or photos or animation or slide show. Keep your presentations limited to 8 minutes.

You will need to prepare a list of resources with the following:

- 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
 - 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.
 - These resources should be uploaded to the PSY 711 google drive and made available to class.
- Length of resource presentation: 8 minutes

DYADS = 5 pts

- You will be responsible for aligning with a DYAD partner. You may partner with another student, friend, family member etc. Be sure to consider confidentiality and only fictitious identifying information should be used

- You will practice your therapy skills with other's who will role-play an individual who has received treatment for substance use disorder, a client in recovery or a client needing treatment. You will integrate components of therapy, case management, treatment planning, documentation, and diagnosing by practicing the intake, assessment, and therapy process.
- Through this learning experience and process, you will integrate the Marianist perspective of embracing diverse people and cultures as you learn about the human spirit in the recovery process. It is through the practice of faith in your client's process, that the therapeutic alliance between practitioner and client becomes workable, respectable, and strengthened.
- DYADS will be completed as scheduled and you will record 2 of the 9 DYAD sessions
- You will complete a short reflection of your experience using the prepared table in CANVAS. You will complete your DYADs throughout the course and submit the table/reflection at the end of the course. Please be aware of the timeframes of the due dates. You should refer to the assignments page or modules in CANVAS.

Individual Projects

Research Paper = 100 pts

For this activity, 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. Address the following in your paper:

- 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.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately.

Length: APA format and 4-5 pages not including the cover and reference page.

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.

Discussion Posts 10 pts: Discussion like writing assignments must meet scholarly criteria. In most discussions, you will be required to upload at least two discussion posts entries. One is the “content post” which the response to the discussion questions or issues will be noted in the canvas “discussion” menu. The second will be the “response post” which is your response to the content post of another student or your instructor’s posts.

Content is important and each discussion will have its own specific topic area. Where required you will provide outside references, professional experience, or other supportive information.

Response post: Your response post should be a substantive response to the post of another student’s content post. Your response should go beyond comments such as “how interesting” or “I like what you said”. You may add information to the content post, ask an informed question, or share some professional experience related to the post. You may even be critical of the content post, as long as you maintain a scholarly tone of voice, and where possible, present a reference to support your point. Remember it’s appropriate to critique information, but not to critique the student.

All posts should have breadth, substance, and add meaning to the discussion. All discussion posts, whether content posts or response post must be carried out in a professional tone of voice, using proper grammar and sentence structure, and where appropriate following APA form and style in citing outside resources.

Quizzes – 10 points

Quizzes are responses to the assigned articles in each module. Complete the readings and answer the quizzes then submit to CANVAS. You must submit the entire quiz not just the answers. You will lose 10% off the total score if you only submit the answers.

Final Project

SUD or Process Addictions Case Study Collaboration – Total Points: 100

In this project, **you may work in pairs or individually** on the development and presentation of a comprehensive case study concerning Substance Use Disorder (SUD) or processing addictions (i.e. gaming, gambling, sex, shopping etc). The project involves active engagement in practicing structured assessments, which will encompass the Administration of the AUDIT, CAGE, DAST, ASAM, and the ASI tools on cooperative partners of which you are assigned during this course.

Eloaborate on a basic client scenario provided, enriching the case with intricate details pertaining to historical mental health challenges and familial patterns of addiction and mental health. Please refer to your text of which case scenarios are labeled in each chapter. You have the option of creating a client outside of the either textbook however this process entails more detail and research.

Your exploration will go beyond the text book, invoking creativity to bridge gaps in the case studies offered by our text—a succinct depiction of the client is your starting point. Extensive research, encompassing interviews, readings, and multimedia resources, are instrumental in developing a holistic understanding that each group or participating member will synthesize collaboratively.

This project will help you practice the role of intake coordinators, assessors, tx planning team, and case management at a facility offering a spectrum of addiction treatment services, both residential and non-residential. It is incumbent upon your cohort to assimilate all assessment results, evaluate whether the individual fulfills the diagnostic criteria for a substance use or behavioral disorder, and put forth a treatment recommendation to the care team.

This project will culminate the detailed narrated PowerPoint presentation of your case discussion including:

- Client's identifying information and demographics
- Substance use and addiction history, inclusive of past interventions
- Coexisting mental health issues—an obligatory component of your case
- Familial background of mental health or addiction
- Synopsis of assessment outcomes
- DSM-5 diagnostic codes for SUD and an additional mental health disorder
- A tailored action plan for the client aligned with ASAM criteria

Intricately, one slide must articulate the psychopharmacology trajectory, addressing the client's history with medication adherence, a possible recommendation for medical consultation concerning medication, and profiling suitable treatment medications as cited in academic literature or course textbook.

Your audience, composed of multidisciplinary treatment professionals, anticipates a presentation enriched with suitable animations, transitions, and visually engaging content. Alongside each slide, detailed explanations in the form of speaker notes—either as concise paragraphs or bullet points, with properly cited references—are expected. Optionally, integrate audio commentary via the PowerPoint's Media feature under the Insert tab.

Your presentation should have a minimum of five academic references, supplemented by any other relevant scholarly sources.

Expected Deliverables:

- Slide Count: 12-15 (excluding reference slide) if working in pairs and 10-12 slides excluding reference slide if completing the project independently.
- Notes: 275-350 words per slide, inserted in the notes section

Course Policies

Attendance

Follow scheduled Online dates

Late Work

So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% each day up to 5 days deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not be predictable. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me so that we can discuss any concerns regarding assignments and course requirements.

Extra Credit

TBD

Credit Hour Policy

Based on your course requirements provided, here's a breakdown of how the 135 student engagement hours are allocated:

On line activity:

- Class participation: 37.5 hours

Research and Writing:

- Researching and brochure design: 25 hours

Discussion Posts:

- Creating 3 discussion posts: 3 hours (1 hour per post)

Projects:

- Community resource project and 15-page PowerPoint presentation: 50 hours

Quizzes and Reading:

- Quizzes and reading assignments: 9.5 hours

DYADS

- 9 DYADs and recordings: 10 Hours

Keep in mind that these are approximate times and actual time spent may vary depending on student skills and the complexity of each task.

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

<https://catalog.chaminade.edu/generalinformation/academicaffairs/graduateanddoctrinal/gradinggr>

Final Grades

Research Paper = 100

case study power point = 100
Community resource page = 50
Quizzes 3 @ 10 = 30
Discussion post 3 @ 10 pts = 30
DYADS 7 @ 5 = 35 2 Recorded DYADs @ 10 = 20
Reflection = 40
Exam = 50

A: 465 – 418 = 90% and above
B: 417 – 372 = 89% of total points
C: repeat the course = below 80% points

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.

Readings & Due Dates

| Wk of | Theme | Info | Due Dates |
|-----------------|--|--|-----------|
| 7/7 Class 1 | Reviewing perspectives on SA and the Brain | Intro Syllabus review Video: Pleasure Unwoven Ch. 1 & 2 review from Text: <u>Treatment Strategies</u> DYAD 1 : Creating Rapport Use DYAD reflection form Review PPTs: Alcohol Addictiion and Addiction Overview Review Discussion question 1 and posting | 7/13 |
| 7/14 Class 2 | Drugs of abuse, CSAC and Pharmacology | Read ch. 1-3: Psychopharmacology text and complete questions in CANVAS assignment Review Cannabis and Methamphetamine ppt Read Ch 4 & 5 from Treatment Strategies text Submit current information on medical marijuana DYAD 2: Tx Planning | 7/20 |
| 7/21 Class 3 | Examining Assessment Criteria, STD & SA, SA Documentation | Read STD article and complete quiz Review ASAM material DYAD 3: Use ASAM template to complete assessment Review Documentation ppt Complete DAP note with DAP template Review Discussion post 2 | 7/27 |
| 7/28 Class 4 | Understanding Bi-Polar Diagnosis, Assessment Criteria, and Mental Health Screening | Tx Strategies : Read ch 7 Submit 1 article (abstract page only) or resource on the treatment of sex or gambling addiction Submit discussion post #1 DYAD 4: Using MH III Submit Bi-polar and SA quiz DYAD 5: ASI assessment refer to module 4 Submit Discussion Post 2 | 8/3 |

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|-----------------|---|--|------|
| 8/4 Class 5 | Learning about relapse, recovery and Step Study, screening using the CAGE Aid | DYAD 6: Relapse Triggers Review Cage Aid DYAD 7: Step Study Review DYAD reflection form | 8/10 |
| 8/11 Class 6 | Building skills in tx planning and understanding opioid addiction | Create a tx plan Read Ch 8 from Psychopharmacology text Submit Fentynal Quiz Read ch 13 Psychopharm text and submit 5 questions/responses Watch Video: | 8/17 |
| 8/18 Class 7 | Understanding addiction and co-occurring disorders | Submit research paper Review Discussion 3 due next week | 8/24 |
| 8/25 Class 8 | Concepts of Case Management | Submit Community Resource project DYAD 8: Complete Adolescent ASAM Submit Adolescents and Addiction quiz | 8/31 |
| 9/1 Class 9 | Adolescents and addiction | DYAD 9: Conflict Themes Submit Discussion 3 post | 9/7 |
| 9/8 Class 10 | Final Project | Submit Final Project Submit DYAD Reflection Form | 9/14 |