



School of Education and Behavioral Sciences Counseling
Psychology

[Psychology of Addictions](#)

Online (Asynchronous)

Credits: 3 Section: 90-3 Term: Accelerated Fall 2026

Instructor Information

Instructor: Desrae Kahale, LMHC

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Office Location: Virtual only

Office Hours: Fridays 8:30 am – 10: 30 am or by appointment

School & Department Information

School of Education and Behavioral Sciences Office

Location:

Course Description & Materials

[Catalog Course Description](#)

In this course, students will delve into the diagnostic criteria outlined in the DSM-V, enhancing their understanding of various mental health disorders. Through lectures, discussions, and case studies, students will gain a comprehensive understanding of the complexities surrounding diagnoses and addiction, preparing them to engage effectively in the field of mental health.

[Time Allocation](#)

This is a three-credit hour course focused on the identification and application of DSM-V criteria for psychological disorders, requiring a total of 135 clock hours of student engagement as per the official CUH Credit Hour Policy. Students enrolled in this course are expected to dedicate an average of 13.5 hours per week to their studies.

Online Engagement (40 hours): Students will create original case studies, participate in discussions, and engage collaboratively in diagnosing and researching types of treatment for these cases with peers.

- Final Exam Preparation (7 hours): This includes studying the DSM-V criteria and reviewing course materials to prepare for the final assessment.
- Research and Analysis of Co-occurring Disorders (12 hours): Students will conduct research on a specific addiction and a co-occurring disorder, applying DSM-V criteria in their analysis.
- Case Study Assessment (18 hours): Students will evaluate a variety of case studies focused on addiction disorders to enhance their skills in identifying DSM-V criteria.

- Additional Class Engagement (58+ hours): This encompasses assigned readings, discussion posts, DYADS, video materials, 12 core functions and other resources to deepen understanding of addictions using the DSM-V in diagnosing addiction disorders.

Required Materials

- American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition Text Revision. Washington, DC, American Psychiatric Association Publishing, 2022.

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

Learning Outcomes

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Program Learning Outcomes (PLOs)

Upon completion of PSY 412, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
2. Exhibit effective writing and oral communication skills within the context of the field of psychology.
3. Exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of PSY 412, students will be able to:

1. Identify the diagnostic features of the Diagnostic and Statistical Manual (DSM V) referencing addiction disorders. This is assessed by a multiple-choice exam. (PLO 1)
2. Explain the historical and current biological, psychological, and sociocultural factors that inform the expression and prevalence of addiction disorders. This is assessed by case studies analysis. (PLO 1, 2)
3. Evaluate empirical research on addiction and synthesize findings. This is assessed by course research papers. (PLO 1)
4. Analyze addiction case studies using empirically supported clinical assessments. Assessed by group project presentation. (PLO 3)

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 412 Psychology of Addictions is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This principle is especially relevant in the field of Psychology, particularly in Psychology of Addictions. This course aims to uncover and understand the reasons behind our behaviors and thought processes.

1. Flexible thinking
2. Being respectful of differences
3. Critical thinking
4. Open-mindedness

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
Marianist Values	4	2	5	5
PLOs	2	1	1	3
Native Hawaiian Values	2	4	5	5

Course Activities

Homework & Discussions

A. "My Story in Three Items"

Objective: Introduce yourselves creatively and learn about your peers.

Instructions: choose three items that represent something important about yourself. These can be objects, images, or even concepts (e.g., hobbies, aspirations). Create a google slide in the shared google drive. [My 3 Items](#). Describe your 3 items in the notes section of your slide.

B: Guiding Questions:

What do these items say about who you are?

Why are these items significant to you?

How do they connect to your interests or goals?

C. Visual Component:

You can include a photo or illustration of each item with a short description in the "notes" section of your slide.

D. Engagement:

After posting, students should read at least three other introductions and comment on 1 introduction with thoughtful questions or connections. This encourages interaction and builds community among class members. Post your comments in "Discussion" in CANVAS.

1. [Discussion posts and participation \(CLO 1 & 2\); 5 @ 10pts ea. = 50pts](#)

You will participate in 5 discussions responding to specific questions in CANVAS.

Assignments involving discussion must adhere to academic standards while focusing on addiction and recovery concepts. 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 that should cover key aspects of addiction or recovery

in Canvas. The second entry, referred to as the "response post," involves replying to another participant's content post, whether it's a peer or the instructor.

The subject matter is vital, with each conversation centering on a distinct area of interest related to addiction and recovery. When necessary, incorporate external citations, share insights from professional practice, or include additional relevant data that enriches the discussion.

Replying to a Peer: When crafting your reply to a peer's post, aim for a meaningful contribution that extends beyond simple praise or expressions of interest. Enrich the discussion by supplementing the initial post with additional information, posing well-considered questions, or sharing pertinent experiences related to addiction and recovery. It's acceptable to offer constructive 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 whenever feasible. Focus on critiquing the content itself, not the individual.

All contributions should be insightful, comprehensive, and enhance the overall discussion. 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. Post must be a minimum of 200 words; Responses no less than 100 words.

2. [Group Project: DSM V & Case Review worksheets \(CLO 1, 4\): 2 @ 100pts ea. = 200 pts](#)

Assessment for PLO 1 & 3; 2 @ 50 pts ea. = 100 pts

You will find 1-3 class members to complete this project. Students will sign up [DSM Group Project](#) for group project and complete 2 worksheets. The sign up google sheet will indicate specific additions. You will find these worksheets and sample in Module 3. Choose the addiction topic of interest and fill in your name and contact information.

A. Introduction:

- Provide a brief introduction to the assigned addiction disorder. Include relevant information such as its prevalence, significance, and impact on individuals and society.

B. DSM-V Diagnostic Criteria:

- List and explain the diagnostic criteria for the selected addiction disorder. For each criterion:
 - Provide a clear definition.
 - Include examples that illustrate how this criterion may manifest in an individual's behavior.

C. Demographics and Social Profile:

When presenting the Demographics and Social Profile to the case study, your goal is to contextualize the client's substance use within their unique identity and social environment. This background highlights potential systemic stressors, baseline stability, and access to support systems.

Key Components to Include in section are:

- Demographics: Basic identifying information such as age, gender identity, ethnicity/race, biological sex, primary language, and geographic setting (e.g., urban vs. rural).
- Socioeconomic Factors: Education level, current employment status, income source, and household stability.
- Living Situation & Housing: Current living arrangement (e.g., unhoused, living with family, renting alone) and whether the home environment is safe and drug-free.
- Social & Family Support: Quality of relationships with family, friends, or romantic partners, noting whether these contacts support recovery or enable active substance use.
- Cultural & Community Context: Cultural attitudes toward addiction, experiences with systemic discrimination, and involvement in community or spiritual organizations.

D. Behaviors and Symptoms Reflecting case study and DSM-5 Criteria [key elements](#) should include the following:

- Impaired Control: Detail behaviors that show a loss of control, such as consuming larger amounts of alcohol than intended, express desire or failed efforts to cut down, spending excessive time obtaining/using alcohol, or experiencing intense cravings.
- Social Impairment: Describe how drinking causes failure to fulfill major role obligations at work, school, or home, or leads to continued use despite persistent interpersonal conflicts.
- Risky Use: Highlight recurrent use in physically hazardous situations (e.g., driving under the influence) or continued use despite knowing it exacerbates a physical or psychological problem.
- Pharmacological Indicators: Explicitly note evidence of tolerance (needing higher amounts to achieve the same effect) or physiological withdrawal symptoms (e.g., tremors, sweating, anxiety when abstaining from use)

E. Group Deliverable: Each group member will submit their individual completed worksheet with all group members' names to CANVAS.

3. Written Report – 12 Core Functions; (PLO 1 & 3); 2 @ 100 pts = 200 pts)

Part 1: Client Profile (1 Page)

Using the case scenarios provided, include the demographic information below. Even if there seemingly is not enough detailed information, be sure to use your best point of view to project what may be inclusive.

- Background: Age, job, living situation, and support system.
- Substance Use: Main substance used, how often, and for how long.
- Life Impact: How substance use affects their work, relationships, or legal standing.

Part 2: The 12 Core Functions in Action (2–3 Pages)

For each core function below, write 1–2 sentences defining it, then 1 paragraph explaining what action you would take with the client:

1. Screening: Complete a quick screening tool (CORE FUNCTION 2 & 4) provided in CANVAS
2. Intake: Complete basic administrative paperwork and program admissions using form in CANVAS Module 5
3. Orientation: Explain facility rules, client rights, and confidentiality rules (HIPAA / 42 CFR Part 2) to the client.

4. Assessment: Identify the client's strengths, challenges, and diagnostic needs.
5. Treatment Planning: Create 2 specific, realistic goals for the client's recovery.
6. Counseling: Describe individual, group, or family therapy sessions tailored to the client.
7. Case Management: Connect the client with extra help (e.g., medical care, housing support).
8. Crisis Intervention: Explain how you would help if the client has an emergency (e.g., severe cravings or distress).
9. Client Education: Teach the client key information about addiction and recovery.
10. Referral: Connect the client with outside specialists if they need care your agency cannot provide.
11. Report & Record Keeping: Write a brief sample progress note documenting a session.
12. Consultation: Detail a quick meeting with a doctor, supervisor, or team member to discuss the case.

Part 3: Short Reflection (1 Page)

- Connected Steps: Briefly explain how Assessment, Treatment Planning, and Case Management work together.
- Ethics: Describe one potential ethical issue (like maintaining privacy) and how you would handle it.

Forms and instructions in Module 4

Rubric

Criteria	Exceeds Expectations (A: 90–100%)	Meets Expectations (B/C: 70–89%)	Needs Work (D/F: Below 70%)
Understanding the 12 Functions (50 Points)	Clearly defines all 12 functions in simple, accurate terms. Proposed counselor actions are realistic, appropriate, and show a strong basic understanding of the counselor's role	Mentions all 12 functions, but 1–2 definitions or client actions are a bit vague or slightly off-target. Demonstrates a decent general understanding.	Misses 3 or more functions, or misunderstands how a counselor would handle the situation. Actions seem unrealistic or inaccurate.
Client Case Realism (30 Points)	The client profile feels realistic and complete. Every counselor action logically matches the client's specific background, drug of choice, and personal struggles.	The client profile has basic details (age, substance, life impact). Most counselor actions fit the client, though a few feel generic.	The client profile is incomplete or unrealistic. Counselor actions do not fit the client's background or ignore their main issues.
	Highly organized and easy to read. Free of spelling and grammar errors. Writing is clear, direct, and well-structured	Organized and easy to follow. Minor spelling or grammar errors that do not get in the way of understanding.	Organized and easy to follow. Minor spelling or grammar errors that do not get in the way of understanding.
• 12 Core Functions Application: ____ / 50 • Client Profile & Match: ____ / 30 • Clarity & Writing: ____ / 20 • Total Score: ____ / 100 Point			

4. 3-2-1 Exit Ticket; (PLO 2), 7 @ 15pts = 105 pts

Students will watch a short video and list 3 new facts or concepts learned, 2 moments or quote that surprised or moved you, and 1 suggestion to support, promote or improve policy, treatment or laws referencing addictions. Submit to CANVAS. (If the video content is overwhelming, let your instructor know and your instructor can find an alternate assignment.)

Video #1: https://youtu.be/Vb2-R6nDzDc?si=aoYbAZFiT1U_dkRq
Video #2: https://youtu.be/ys6TCO_olOc?si=gzsrKsbfZnS4wN
Video #3: https://youtu.be/6ZKZ-GmgpzQ?si=IfsQSAGdk2RHb7ft
Video # 4: https://youtu.be/OOXHeSxFnMM?si=5AGoj4PK63MRBLWc
Video # 5: https://youtu.be/VFpWnJH87GM?si=NhsC4bzQv_sgrRYK
Video # 6: https://youtu.be/hcgJ1-Lmtr0?si=hTL4Xccg0B9dTVgN
Video # 7: https://youtu.be/m2l4k_wXxvA?si=AkoQE-bb7ugRgTHd

5. 12 Steps Analysis: (PLO 3)25 pts

This assignment requires you to explore and analyze the 12 Steps, a widely recognized framework for recovery from addiction and personal growth. To help foster understanding of the psychological, social, and spiritual dimensions of the 12 Steps and their role in recovery, you will analyze the 12 STEPS and respond to the 5 questions. By completing this assignment, you should gain a comprehensive understanding of the 12 Steps, enhancing your knowledge and skills in the field of addiction recovery and personal development.

6. Co-occurring Disorder paper: (PLO 2,3); 100 pts

- Overview & Objective

Co-occurring disorders (also referred to as dual diagnosis) occur when an individual experiences a substance use disorder (SUD) alongside one or more mental health conditions. Interventions that fail to account for dual diagnosis often lead to poor outcomes, as environmental triggers, genetic predispositions, and neurobiological factors continuously interact across both conditions.

The objective of this assignment is to evaluate a comprehensive clinical case vignette, analyze the bi-directional relationship between addiction and mental health, and examine the diagnostic and ethical considerations involved in dual diagnosis.

- Submission Requirements

- Page Length: 4–5 pages (excluding Title Page and References).

- Formatting: APA 7th Edition style, double-spaced, 12pt font.

- Sources: Minimum of 4 peer-reviewed academic journal articles cited.

7. Understanding the CSAC Credentialing Process: Refer to CSAC credentialing handbook (Module 2)

- Objective: This assignment is to familiarize you with the CSAC (Certified Substance Abuse Counselor) credentialing process, its requirements, and its impact on career opportunities in the field of addiction counseling.

- Visit the ADAD (Alcohol and Drug Abuse Division) CSAC credentialing website: <https://health.hawaii.gov/substance-abuse/home/counselor-certification/>
- Review the requirements for obtaining the CSAC credential, including:
 - Educational prerequisites
 - Required supervised experience hours
 - Examination requirements
 - Continuing education requirements
- Summary of Findings:
 - Write a 1-2page summary that includes:
 - Overview of CSAC Credentialing: What is the CSAC credential, and why is it important in the field of substance abuse counseling?
 - Detailed Requirements: Outline the specific requirements needed to obtain the CSAC credential, including any relevant deadlines or documentation needed.
 - Career Implications: Discuss how obtaining the CSAC credential can influence career opportunities. Consider aspects such as job prospects, potential salaries, and professional development.
- Reflection: In a short paragraph, reflect on how this credentialing process aligns with your career goals in addiction counseling. What steps do you plan to take to pursue the CSAC credential?

8. Quizzes 8 @ 15 pts ea. (PLO 2= pts

Quizzes will be covering chapter readings

9. Exams: Final Exam Assessment for CLO 1 = (75 points)

The exam will be worth a total of 50 points. It consists of 25 multiple-choice questions (valued at 2 point each, totaling 50 points) and one short essay section worth 20 points. The remaining 5 points will be awarded for overall structure, clarity, and completeness on the essay response.

Discussion Posts 5 @ 10pts = 50	50 pts
Group project (2 @ 50 pts ea. =100 pts ea.	100 pts
12 Core Functions (2 @ 100 pts ea)	200 pts
3-2-1 7 @ 15pts ea.	105 Pts
Co-occurring paper	100pts
12 Steps Analysis	25 pts
CSAC Credentialing	25 pts
Quizzes 8 @ 15 pts ea.	120 pts
Exam	100 pts
Total Possible Points	825 pts

A = 825 (100%) - 743 (90%)
 B = 742-660 (80%)
 C = 659-577 (70%)
 D = 576 - 495 (60%)
 F = below 495

Course Policies

Attendance

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Late Work

No late participation posts (replies to your peers' case studies) will be accepted regardless of reason.

Late work will be accepted (other than participation posts) up until the last day of the semester. All late work submitted will automatically receive a 50% reduction in points unless a special arrangement was made with the course instructor prior to the assignment's due date.

Extra Credit

No extra credit will be assigned in this course.

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

No incomplete grade will be issued at the end of this course regardless of reason.

Final Grades

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

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.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet	SafeSwords Webpage

Resource	Description	Contact / Website
	you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	

*Assignments are due the Sunday before the start of each week

DAY	ASSIGNMENTS & READINGS	*DUE
8/17 Class 1	- Watch Video # 1 https://youtu.be/Vb2-R6nDzDc?si=aoYbAZFiT1U_dkRq - Read Chapter 2: Ethical Legal and Professional Issues - Read Intro power point in Module 1 - Review 3 items intro - Sign up for Group Project: DSM Group Project	
8/24 Class 2	- Read Chapter 9 Alcohol Use Disorder - Watch Video #2 https://youtu.be/ys6TCO_oLOc?si=gzsrKsbfbZZnS4wN	- Submit 3-2-1 Exit Ticket on Video #1 3 items slide. 3 Items Shared Drive - Sign up for Group Project: DSM Group Project - Quiz 1: Chapter 2 Ethical Legal and Professional Issues

8/30 Class 3	• Watch Video #3 Dr. Gabor briefly discuss trauma responses: https://youtu.be/6ZKZ-GmgpzQ?si=IfsQSAGdk2RHb7ft • Read Chapter 3: Theories Underlying Substance Use Disorders and Problematic Behaviors	• Submit 3-2-1 Exit Ticket on Video #2 • Quiz 2: CH 9
9/7 Class 4	• Read Chapter 4 The Neuroscience of Substance Use Disorders • Read Chapter 5 DSM V -TR Polydrug Use/SUD's and Comorbidity • Watch: Video # 4: https://youtu.be/OOXHeSxFnMM?si=5AGoj4PK63MRBLWc	• Submit 3-2-1 Exit Ticket on Video #3 • Quiz 3: CH 3 • Discussion post #1:
9/14	• Read Chapter 6 Individual Counseling, Relapse Prevention, Harm Reduction • Read Chapter 7 Counseling Modalities • Read CSAC information focusing on pg. 14: 12 Core Functions for Alcohol and Other Drug Counselors	• 3-2-1 Exit ticket on Video #4 • Quiz 4: CH 4 & 5
9/21	• Find research articles for your written report and co-occurring paper	• Discussion Post #2 • Quiz 5 on CH 6 & 7 • Understanding the CSAC Credentialing Process
9/28	• Read Chapter 8 Prevention Evaluation and Assessment	• Written Report #1

10/5	• Watch Video 5 https://youtu.be/VFpWnJH87GM?si=NhsC4bzQv_sgrRYK • Read 12 Steps: https://www.aa.org/the-twelve-steps	• Quiz #6 on CH 8 • Discussion Post #3
10/12	• Research Articles for written report and co-occurring paper	• 3-2-1 Exit on Video 5 • 12 Steps analysis
10/19	• Read CH 10 Cannabis Disorder • Read Chapter 11 Opioid Disorder	• Discussion Post #4 : • 3-2-1 Exit Ticket on Video #6
10/26	• Read Chapter 12 Other Substance Use Disorder • Read Chapter 13 Gambling Disorder • Read Chapter 14 Final thoughts & Reflections	• Group Project (1) • Quiz 7 on CH 10 & 11
11/2	• Watch Video 6: : https://youtu.be/hcgJ1-Lmtr0?si=hTL4Xccg0B9dTVgN	• Discussion Post #5 • Quiz 8 Ch 12, 13, & 14
11/9	• Watch Video 7	• 3-2-1 Exit Ticket Video #7 • Group Project #2
11/16	• Prepare for Exam • Prepare Co-occurring paper	• Exit Ticket on Video 7
11/23	Happy Thanksgiving	Co -occurring Disorder Paper
11/30	• Prepare for Exam	• Exam
12/7	Closure	• Final Questions or Consults

