

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**CSL676001 Addiction Counseling**  
**Winter 2027**  
**Location: Garland**

**PROFESSOR INFORMATION:**

Name: Iman J. Ross, PhD, LPC-S, LSOTP  
Phone Number: 972-279-6511 ext. 237  
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Office Location: Garland Student Center  
Office Hours: 6:00pm-6:30pm  
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**COURSE INFORMATION:**

CSL676001 Addiction Counseling  
Level: Graduate  
Beginning Date of Session: Saturday, December 5, 2026  
Ending Date of Session: Thursday, February 25, 2027  
The first class meeting is **Wednesday, December 9, 2026**, in **Student Center (Garland)**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.  
All Saturday lecture classes begin promptly at 8:30 a.m.

**Winter Holiday Break:**

**Saturday, December 19, 2026, through Friday, January 1, 2027**  
**(Classes resume on Saturday, January 2, 2027.)**

**COURSE PREREQUISITES:**

None

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Addiction Treatment: A Strengths Perspective  
Author: Katherine Van Wormer and Diane Rae Davis  
Publisher: Cengage Publishing Company  
Year Published: 2025  
Edition: 5<sup>th</sup> Edition  
ISBN: 9780357936344 (print), 9780357936382 (ebook)  
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

## **LINKS TO COUNSELING HANDBOOKS**

**MA in Clinical Mental Health Counseling**  
[CMHC Handbook](#)

**MA in Marriage and Family Therapy**  
[MFT Handbook](#)

**MA in School Counseling**  
[SC Handbook](#)

### **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

### **COURSE COMPETENCIES:**

The course presents a study of alcohol and drug addiction and other troublesome compulsive behavior. An introduction to the essential components of addiction is provided. In addition, the course will include an overview of the primary aspects of addiction counseling such as the physical and psychological effects of drug abuse and chemical addiction, the elements of psychopharmacology, the assessment and diagnosis of substance abuse and chemical dependency, the treatment of addictive disorders, and topics focused on special populations. The course in addiction counseling will be very beneficial to students enrolled in the professional counseling degree program. It is essential for students at Amberton University to have knowledge and skills conducive to working with individuals and families that suffer from alcohol and substance use and abuse. This course is designed to prepare students to function as counselors for those who have alcohol, drug, gambling, sexual, and other harmful addictions.

### **UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

1. Defining addiction and tracing the history of the field.
2. Identifying the major theories that attempt to explain addiction.
3. Learning alcohol and drug assessments using the SASSI, the ASI, the MAST, the DAST, and other addiction assessment instruments.
4. Examining and understanding the addiction and recovery process.
5. Addiction counseling training to comprehend addiction etiology, assessment, diagnosis, and treatment planning.
6. Learning and understanding the biology and physiology of addiction counseling.
7. Understanding psychopharmacology as it relates to addictive behaviors and addiction treatment.
8. Comprehending the physiology and psychology of alcoholism and drug abuse.
9. Assessing the relationship between the different types of addiction.
10. Understanding the physiology and psychology of eating disorders.
11. Synthesizing the effects of addiction, including sexual, gambling, smoking, chocolate, and other compulsive behaviors.
12. Comparing and contrasting the various traditional approaches to the treatment of addiction.
13. Demonstrating knowledge and understanding of the "Twelve Step Approach" in treating addictions.
14. Evaluating and understanding the Social Learning and Cognitive approaches to treating addictive behaviors.
15. Understanding "Relapse" and "Relapse Prevention" related to addiction.
16. Examining and discussing the role of the family in treating addictions.
17. Comprehending the concepts of tolerance, withdrawal, and the detoxification process.
18. Introducing addictions treatment concepts and requirements in preparation for the Licensed

- Chemical Dependency Counselor (LCDC) exam and addictions counseling licensure
19. Understanding the use of Artificial Intelligence (AI) to research the efficacy of addiction counseling with general and targeted population demographics.
  20. Examining the ethical use of Artificial Intelligence (AI) to avoid plagiarism while writing clinical reports, notes, or preparing papers for publication.

### **ACQUIRED SKILLS:**

1. Ability to compare and contrast traditional approaches to the treatment of addiction.
2. Ability to identify and manage the “Twelve Step Approach” in treating addictions.
3. Ability to examine and discuss the role of the family in treating addictions.

### **COURSE POLICIES:**

#### **Make Up Exam Policy:**

Make-up exams for the midterm exam will be given by appointment only. Notify instructor (via course email, Moodle, or in person) if you are unable to complete the midterm exam during the prescribed times. Make-up exams for the final exam will **only be given in extreme situations**. Make-up exams for the final exam must be approved by the instructor. Students not taking the final exam will be given a grade of “F” for the course. Upon completion of the exam and all required coursework, a grade change will be submitted to the Academic Services Office.

#### **Late Assignment Policy:**

All assignments will be submitted by 11:59pm CST on Wednesdays. Any assignment submitted after the due date will automatically lose a letter grade. All assignments submitted after the second week will automatically receive a failing grade.

### ***Student's Responsibilities***

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

#### ***Attendance Policy:***

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

### **Plagiarism Policy**

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by

the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

**Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

**Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

**Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

- Learners will read all assigned chapters prior to attending class sessions
- Learners will take a midterm and final examination
- Learners will participate in class discussion and in-class activities
- Learners will complete a research project (Review Article) as partial course requirement
- Learners will attend one (1) AI-Anon and one (1) Alcoholic or Narcotics Anonymous meeting and write a report for each experience as part of the course completion requirements
- Learners will research and write a report on the requirements and procedures necessary to become a Licensed Chemical Dependency Counselor (LCDC) as partial course requirement

### **COURSE OUTLINE AND CALENDAR:**

#### **Key Dates to Consider:**

- Peer Reviewed Article Report – Week 3 (01/06/27)
- LCDC Report – Week 4 (01/13/27)
- Midterm Exam – Week 5 (01/20/27)
- Al-Anon & AA or NA Report – Week 8 (02/10/27)
- Final Exam – Week 10 (02/24/27)

| Week             | Topic                                                                                                                                                   | Assignment                       | Competencies Covered | Due Date |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------|----------|
| Week 1: 12/09/26 | Chapter 1: The Nature of Addiction;<br>Chapter 2: Historical Perspectives of Addiction                                                                  |                                  | 1-20                 |          |
| Week 2: 12/16/26 | Chapter 3: Alcohol: Its Use and Misuse;<br>Chapter 4: Drugs Other than Alcohol – Depressants, Stimulants, Hallucinogens, and Cannabis                   |                                  | 1-20                 |          |
| Week 3: 01/06/27 | Chapter 5: Substance Use Disorder with Co-Occurring Mental Conditions; Chapter 6: Gambling, Eating Disorders, Spending, and Other Behavioral Addictions | Peer Reviewed Article Report Due | 1-20                 | 01/06/27 |
| Week 4: 01/13/27 | Chapter 7: Addiction Across the Life Span                                                                                                               | LCDC Report Due                  | 1-20                 | 01/13/27 |
| Week 5: 01/20/27 |                                                                                                                                                         | Midterm Exam (Chapters 1-7)      | 1-20                 | 01/20/27 |
| Week 6: 01/27/27 | Chapter 8: Screening, Assessment, and Diagnosis;<br>Chapter 9: Strengths/Evidence Based Helping Strategies                                              |                                  | 1-20                 |          |
| Week 7: 02/03/27 | Chapter 10: Mutual-Help Groups;<br>Chapter 11: Family Risks and                                                                                         |                                  | 1-20                 |          |

|                   |                                                                                                                                                          |                                   |      |          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------|----------|
|                   | Resiliency                                                                                                                                               |                                   |      |          |
| Week 8: 02/10/27  | Guest Lecturer                                                                                                                                           | Al-Anon & AA/NA Experience Report | 1-20 | 02/10/27 |
| Week 9: 02/17/27  | Chapter 12: Race, Ethnicity, Culture, and the Socioeconomic Determinants of Addiction;<br>Chapter 13: Gender, Sexual, and Sexual Orientation Differences |                                   | 1-20 |          |
| Week 10: 02/24/27 |                                                                                                                                                          | Final Exam (Chapters 8-13)        | 1-20 | 02/24/27 |

#### GRADING CRITERIA:

| Assignments                                                                                                                                                                                                          | Percentages |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Assignment #1 (Peer Reviewed Article Report)</b><br>All learners will review and submit a peer-reviewed journal article. Details will be given in first class session.                                            | 15%         |
| <b>Assignment #2 (LCDC Report)</b> All learners will review and report on the requirements to become a Licensed Chemical Dependency Counselor (LCDC). Details will be given in first class session.                  | 10%         |
| <b>Assignment #3 (Al-anon &amp; AA/NA Groups Report)</b><br>Learners will complete a comprehensive report of their experiences after attending these two meetings. Details will be given in the first class session. | 25%         |
| <b>Midterm Exam</b> – Covers chapters 1-6 & 12 Learners must bring a Scantron and #2 pencil for the exam.                                                                                                            | 25%         |
| <b>Final Exam</b> – Covers chapters 7-11, handouts, videos, class discussions, and in-class activities. Learners must bring a Scantron and #2 pencil for the exam.                                                   | 25%         |
| <b>Total Possible</b>                                                                                                                                                                                                | <b>100%</b> |

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

#### GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How to Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" for procedures for class changes or withdrawals and the refund policy and schedule.

## **COURSE COMMUNICATIONS:**

This course is offered as a lecture course. Amberton University provides several technology resources that students may use for course communication and University services.

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Amberton Email (Gmail), CampusWeb, Library resources, financial information, Moodle when used by the instructor, and other University applications.

### **Access the Amberton SSO Portal**

Go to:

<https://sso.amberton.edu>

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at <https://amberton.edu>.

### **Activate Your Account**

New students receive an Amberton University welcome email containing an account activation link.

Select the activation link and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:

[username@my.amberton.edu](mailto:username@my.amberton.edu)

### **Sign In to SSO**

After your account has been activated, go to:

<https://sso.amberton.edu>

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

## **Access Your Amberton Applications**

After signing in, the SSO dashboard will display the applications available to your account. These may include:

- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Moodle
- Other University applications and services

Select the appropriate application from the SSO dashboard.

## **Email Communication**

Each student is assigned an Amberton email address in the following format:

[username@my.amberton.edu](mailto:username@my.amberton.edu)

Students should access their Amberton email through the University Single Sign-On portal at:

<https://sso.amberton.edu>

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students should follow the communication requirements established by the instructor for the individual course.

## **The Amberton University Moodle Learning Platform**

Students enrolled in this course will also use the Moodle Learning Platform.

Students should access Moodle through the Amberton SSO portal:

<https://sso.amberton.edu>

Sign in to SSO and select Moodle from the dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Account activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

## **Moodle Tutorial**

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, communication, assignments, examinations, grades, and other Moodle functions.

## **Technical Support**

If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:

[support@amberton.edu](mailto:support@amberton.edu)

## **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

### **RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

### **RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

### ***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.

### ***Microsoft Office 365 Education:***

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Office365\\_Setup\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf)

### ***Google Workspace for Education:***

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Google\\_Drive\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf)

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes

- Google Sites: Build websites or digital portfolios to showcase your work