A. Description of Course Content.
Students are introduced to interviewing, screening, triage, assessment, and diagnostic techniques. Students develop familiarity with screening, triage, assessment, and diagnostic instruments. Students learn to assess risk for suicide, homicide, readiness for change, placement criteria, and family interventions. Students learn to diagnose substance use disorders, and understand criteria for intoxication, withdrawal, substance/medication-induced disorders, and unspecified substance-induced disorders, where relevant.

B. Student Learning Outcomes.
By the end of this course, students will be able to:
1. Demonstrate effective verbal and non-verbal communication to establish rapport.
2. Discuss with the client the rationale, purpose, and procedures associated with the screening and assessment process to facilitate client understanding and cooperation.
3. Assess client's current situation, including signs and symptoms of intoxication and withdrawal, by evaluating observed behavior and other available information to determine client's immediate needs.

4. Administer the appropriate screening and assessment instruments specific to the client's age, developmental level, culture, and gender in order to obtain objective data to further assess client's current problems and needs.

5. Obtain relevant history and related information from the client and other pertinent sources in order to establish eligibility and appropriateness to facilitate the assessment process.

6. Screen and assess for physical, medical, and co-occurring disorders that might require additional assessment and referral.

7. Interpret results of data in order to integrate all available information, formulate diagnostic impressions, and determine an appropriate course of action.

8. Develop a written summary of the results of the assessment in order to document and support the diagnostic impressions and treatment recommendations.

C. Required Textbooks and Other Course Materials.

D. Additional Recommended Textbooks and Other Course Materials.


E. Assignments / Expectations.
   1. **Update Profile Picture and Biography.**
      Among other reasons, this is an online course and we do not have the luxury of meeting face-to-face in the classroom, therefore, updating your biography and profile picture is a requirement for this course.
      
      Picture Requirements: You need to make sure that you are providing a "headshot" of yourself (shoulders and above). This means that we want to see a close-up of your face. I know that you love your pets, significant others, and other loved ones, but there is not a place in this picture for them.
      
      Think of a passport photo. If you have never seen a passport photo, it is easy to Google and get an idea of what I am looking for.
      (This assignment is worth a possible 10 points toward your final participation score.)
      
   2. **Introduction/Icebreaker.**
      Introduce Yourself!
If you have not updated your profile picture and biography—please go back and do that 1st.
Once you have updated your profile picture and biography, enter the discussion forum, create a thread with your name in the Subject line (i.e., Jane Doe's Introduction) and answer (at least) these 6 questions:

1. Introduce yourself.
2. Tell us a little about your personal and professional aspirations.
3. Tell us about your expectations for this course.
4. Tell us something fun about yourself and something serious about yourself.
5. Tell us what you want us to know about you.
6. Respond to fellow classmates.
Feel free to say more!
(This assignment is worth a possible 10 points toward your final participation score.)

3. Course Participation Discussion Board.
The course participation discussion board will be available throughout the course. This is where you come to seek information and clarification about anything pertaining to this course. It is your 1st stop when you are not sure about something.

When posting, make your subject line as descriptive as possible. As the discussion grows, this will help you (and others) find answers without searching through every post.

If you email me with a question that pertains to everyone, I may refer you back to this discussion board. I do not do this to minimize or discourage your questions. I want everyone to be involved and interacting with one another.

Chances are, if you have a question, so does someone else. I encourage you to help one another throughout the semester. I will respond as needed.

Note: You must subscribe to the Course Participation discussion board. In the bottom right corner of the discussion board you should see a "Subscribe" button. Select it and it will turn green. If the "Subscribe" button is green, you should receive an email when someone posts to the discussion board. If you do not receive emails, check your notification settings.

You need to monitor and participate in this discussion board. Think of it as a classmate asking a question in class that you know the answer to (or maybe you have a question you need to ask).

Note: If your question is related to a grade you have received or other personal matter, do not post it here. Instead, contact me directly.

Your involvement on the Course Participation discussion board will count as a possible 50 points toward your course Participation Score.
4. **Discussions and Reaction Posts.**
There will be 5 discussion and 5 reaction posts offered during the course. Each discussion and reaction post are worth a possible 10 points for a total of 100 points.

**A few words about your reaction posts:** Your reaction post comes directly to me. No one else sees it. It might be helpful for you to view the reaction post as a vehicle for us to communicate.

If something is bothering you and/or interfering with your learning experience, this is a place to discuss it. You may reinforce what resonates with you; you may vent; you may use the reaction post as a journal; you may let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions.

The reaction post is not an assignment where you tell me what you learned from the module's activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me (and the course content). Your reaction post should be at least one double-spaced Word document.

Addresses competencies 1, 6, 8 and 9.

5. **Course Participation.**
Your course participation score consists of several different items:
- The Update Profile Picture and Biography assignment is worth a possible 10 points.
- The Introductions/Icebreaker assignment is worth a possible 10 points.
- Your participation on the Course Participation Discussion Board is worth a possible 50 points.
- I will award the additional 30 participation points at my discretion.

I may post additional tasks or assignments as current events and other issues arise during the course. Any points awarded for these additional tasks or assignments (if they are assigned) will reduce the number of discretionary points I award.

F. **The Client.**
This class is designed to be hands-on (experiential/practical). You will select a client based on specific criteria. You will work with this client for all course content, discussions, and assignments. You will join a small group (probably 2 students). You and your small group partner will collaborate and process together all assignments that involve your client. If you know someone who is in the class, you will have an opportunity to place yourselves into a group together. Any student not assigned to a group by the deadline will be randomly assigned to a group via canvas.
Client Selection Instructions: Working in pairs, you and your partner will select a client. You must both agree on the client. You may choose a real person (deceased), a well-developed movie character, or a well-developed character from a book or television series. Whether you choose a real person or a character, there must be at least three generations of documented history available to the general public pertaining to your client. The three generations required are: 1) the client and the client’s siblings; 2) the client’s parents; 3) and the client’s children. You may not use any science fiction or religious characters (i.e. Mr. Spock, Batman, Superman, Jesus, Buddha, etc.).

If you choose a real person, the person must be deceased. This is for reasons of confidentiality, etc. The client you choose must have an addiction problem. Once you and your partner have agreed on a first and a second choice (three is better), one of you need to email me and tell me: 1) which course you are taking; 2) the name of your partner; 3) your name; 4) and your choice of clients in order of preference. You must “cc” your partner on the email so that everyone stays in the information loop.

I will approve client choices on a first come first serve basis in the order your email is time stamped when it arrives in my email inbox (donald.schuman@uta.edu). If your first choice has been taken by another group, I will give you your second choice if that person is still available and so on.

Once you receive my return email approving your client, you may begin researching your client and the 3 generations of your client’s family as mentioned above. Develop a chronology of your client’s life and the lives of your client’s family. This will come in handy as you move through the course (and it will save you time during the course when you need this information).

All groups must have an approved client no later than the posted deadline.

Since your client is not sitting in front of you and cannot answer questions or fill out forms, you need to conduct as much research as necessary to obtain information required to complete triage, assessment, etc. This is why it is important you select a client with enough documented life experience to fulfill the requirement for three generations of history. Information you use about the client, or the client’s family, for your assignments must be as realistic and documented as possible.

You will begin working with your client as soon as they walk into the door of our clinic (The 3318 Addiction Treatment Facility). The Addiction Treatment Facility is a free standing clinic that offers Detoxification, Intensive and supportive residential, Outpatient, Medication Assisted Treatment, Co-occurring psychiatric and substance use disorders, and Specialized female services to adults 18 years and older. You will assume responsibility for their care immediately following screening. You will take them through triage and assessment. If you review the course schedule below you will begin to see that the process of triage through assessment is involved and requires that you learn many skills.

This course is designed for you to receive an introduction to each necessary skill and have time to practice the skills with your partner as well as discuss different aspects of the skills with your
classmates. You will then apply the skill to your client and, in most cases, receive a score on your performance.

Practice Components: You will complete four practice components during this course. The four practice components are: MSE and Triage; Assessment and Problem List; Diagnostic Impression; and Narrative Summary. Each practice component is worth a possible 100 points toward your course score.

G. Graded Components.

<table>
<thead>
<tr>
<th>Practice Component</th>
<th>Score</th>
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<tbody>
<tr>
<td>PC #1: MSE and Triage</td>
<td>100</td>
</tr>
<tr>
<td>PC #2: Assessment and Problem List</td>
<td>100</td>
</tr>
<tr>
<td>PC #3: Diagnostic Impression</td>
<td>100</td>
</tr>
<tr>
<td>PC #4: Narrative Summary</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>400</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graded Component</th>
<th>Score</th>
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<tbody>
<tr>
<td>Discussions (50 points)</td>
<td>50</td>
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<tr>
<td>Reaction Posts (50 points)</td>
<td>50</td>
</tr>
<tr>
<td>Course Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>200</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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</table>

H. Attendance
At the University of Texas at Arlington, taking attendance is not required, but attendance is a critical indicator of student success. Each faculty member is free to develop his or her methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the US Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student an F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project, presentation, or engagement online via Canvas. The faculty report this date to the Department of Education for federal financial aid recipients.

I. Grading
You are responsible for keeping track of your performance throughout the semester and seek guidance from available sources (including the instructor) if your performance drops below satisfactory levels; see "Student Support Services," below.

<table>
<thead>
<tr>
<th>Grades</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80—89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70—79.9%</td>
<td>C</td>
</tr>
</tbody>
</table>
J. Make-Up Assignments / Discussions/ Reaction Posts/ Quizzes.

1. Definitions
   a. Make-Up Work: Make-Up Research Projects, Papers, Quizzes, Reaction Posts, etc., will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance). This is work that students may submit after a deadline that is treated as if it were submitted on time (because of excused absences, etc.).

   b. Late/Missing Assignments: Late or missing Research Projects, Papers, Quizzes, Reaction Posts, etc., considered for those students who do not meet the criteria for an excused absence as outlined in the Student Handbook.

       I will accept late or missing assignments for partial credit. The credit received will depend on the quality of your work and the amount of time the assignment is submitted past the deadline. So, missing a deadline does not mean you will automatically receive a zero. If you miss a deadline, submit the assignment as soon you are able. There will be a point at which an assignment will receive a zero (even if submitted late) because of the amount of time past the assignment deadline. In most cases, however, you will be able to recoup some credit for the late or missing assignment.

Course participation and discussions are difficult, if not impossible, to re-create. This is an online course. Each module is open for a week (7 days). You either participate during that time span or you don't. Students may receive make-up participation and/or discussion credit only under extreme or unusual circumstances. Plan accordingly. Do not wait until the deadline to submit your assignments.

K. Course Schedule
   The course schedule is attached to this syllabus.

L. Expectations for Out-of-Class Study
   Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

M. Grade Grievances
N. Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

O. Librarian to Contact
The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

- Library Home Page: http://www.uta.edu/library
- Subject Guides: http://libguides.uta.edu
- Subject Librarians: http://library.uta.edu/subject-librarians
- Course Reserves: http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Tutorials: http://library.uta.edu/how-to
- Connecting from Off-Campus: http://libguides.uta.edu/offcampus
- Ask a Librarian: http://ask.uta.edu

P. Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never
take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Q. Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wwweb.uta.edu/aaoo/fao/).

R. Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning, may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

S. Non-Discrimination Policy
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos.

T. Title IX Policy
The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the
basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

U. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:
“I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

V. Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account. You are responsible for checking your inbox daily. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

W. Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit: http://www.uta.edu/news/info/campus-carry/

X. Student Feedback Survey
At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory," are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course.
Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs

Y. Final Review Week
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
## TOPIC / READINGS / ASSIGNMENTS

<table>
<thead>
<tr>
<th>Module 01 (Aug 26—Aug 30) Getting Started</th>
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</thead>
<tbody>
<tr>
<td>First Day of Classes (<strong>August 26</strong>&lt;sup&gt;th&lt;/sup&gt;)</td>
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<tr>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>Participation Assignment #1: <em>Biography and Profile Picture</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
<td></td>
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<tr>
<td>Participation Assignment #2: <em>Introductions/Icebreaker</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
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<tr>
<td>Participation Assignment #3: <em>Introduction to Canvas/Teams</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
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<tr>
<td>Small Group Sign-up (Due Sep 6, 2020 @ 11:59 PM)</td>
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<tr>
<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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<tr>
<th>Module 02 (Aug 31—Sep 6) Engagement / Rapport / Crisis Management</th>
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</thead>
<tbody>
<tr>
<td><strong>Discussion #1:</strong> (Due Sep 6, 2020 @ 11:59 PM)</td>
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<tr>
<td>All groups must be formed no later than September 6, 2020.</td>
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<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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<tr>
<th>Module 03 (Sep 7—Sep 13) Screening / Triage / Intake</th>
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<tbody>
<tr>
<td>Introduction to the Written Narrative Summary</td>
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<tr>
<td><strong>Reaction Post #1:</strong> (Due Sep 13, 2020 @ 11:59 PM)</td>
<td></td>
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<tr>
<td>All clients must be approved no later than September 13, 2020.</td>
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<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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<thead>
<tr>
<th>Module 04 (Sep 14—Sep 20) Screening, MSE and Triage</th>
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<tbody>
<tr>
<td><strong>Practice Component #1: Screening, MSE and Triage</strong> (Due by Sep 20, 2020 @ 11:59 PM)</td>
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<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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<tr>
<th>Module 05 (Sep 21—Sep 27) Risk / Resiliency / Progression</th>
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<tbody>
<tr>
<td><strong>Discussion #2:</strong> (Due Sep 27, 2020 @ 11:59 PM)</td>
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<tr>
<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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<tr>
<th>Module 06 (Sep 28—Oct 4) Readiness for Change and ASAM</th>
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<tbody>
<tr>
<td><strong>Intro to Readiness for Change and the American Society of Addiction Medicine (ASAM)</strong></td>
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<tr>
<td><strong>Reaction Post #2:</strong> (Due Oct 4, 2020 @ 11:59 PM)</td>
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<td><em>(Study the Instructions &amp; Submit All Materials/Assignments thru Canvas)</em></td>
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</table>

| Module 07 (Oct 5—Oct 11) Intro to Assessment / Problem List |  |
| Module 08 (Oct 12—Oct 18) | Introduction to Diagnostic Criteria  
ASAM Dimensions  
Reaction Post #3: (Due Oct 18, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| --- | --- |
| Module 09 (Oct 19—Oct 25) | Assessment / Problem List  
Practice Component #2: Assessment and Problem List (Due by Oct 25, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 10 (Oct 26—Nov 1) | Introduction to Diagnostic Impression  
Introduction to Diagnostic Impression  
Discussion #3: (Due Nov 1, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 11 (Nov 2—Nov 8) | Formulating a Diagnostic Impression  
Assimilate and Interpret Results  
Formulate Diagnostic Impression  
Practice Component #3: Diagnostic Impression (Due by Nov 8, 2020 @ 11:59 PM)  
Last Day to Drop Classes: Nov 6th  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 12 (Nov 9—Nov 15) | Treatment Modalities  
Treatment Modalities  
Reaction Post #4: (Due Nov 15, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 13 (Nov 16—Nov 22) | Written Narrative Summary Draft / Outline (Peer Review)  
Peer Review Written Narrative Summary Draft / Outline  
Discussion #4: (Due Nov 22, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 14 (Nov 23—Nov 29) | HAPPY THANKSGIVING!  
HAPPY THANKSGIVING!  
No Classes Scheduled: (Nov 25th)  
Thanksgiving Holidays: (Nov 26th)  
Thanksgiving Holidays: (Nov 27th)  
(Study the Instructions & Submit All Materials/Assignments thru Canvas) |
| Module 15 (Nov 30—Dec 06) | Final Written Narrative Summary  
Discussion #5: (Due Dec 6, 2020 @ 11:59 PM)  
Last day to turn-in Late or Missing Assignments (Dec 6, 2020 @ 11:59 PM) |
Practice Component #4: Final Written Narrative Summary (Due by Dec 6, 2020 @ 11:59 PM)  
*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

<table>
<thead>
<tr>
<th>Module 16 (Dec 07—Dec 13) Final Week of Class / Course Wrap-up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Day of Classes:</strong> (Dec 8th)</td>
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<tr>
<td><strong>Reaction Post #5:</strong> (Due Dec 8, 2020 @ 11:59 PM)</td>
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<th>Module 17 (Dec 14—Dec 20) Finals Week</th>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.