

From: [Kowalsky, Lisa](#)
To: [Reed, Katie](#)
Cc: [Miriti, Maria](#); [Locascio, Pete](#)
Subject: Forwarding Informational Item: MA Counselor Education
Date: Tuesday, June 3, 2025 4:03:03 PM
Attachments: [MA Counselor Education Grad School Packet.pdf](#)
[image001.png](#)

Dear Katie,

Please find attached a proposal from the College of Education and Human Ecology for a revision to the MA in Counselor Education program. Maria has reviewed the file and confirmed it can be forwarded as an informational item rather than waiting for GS/CAA review.

Please let me know if any questions or concerns arise.

Best,

Lisa



Lisa Clouser (Kowalsky)

The Ohio State University

Graduate School
247E University Hall
230 N. Oval Mall, Columbus, OH 43210
614-292-2267 Office
gradsch.osu.edu

Pronouns: she/her/hers



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Office of Undergraduate Education
College of Education and Human Ecology
A100 PAES Building
305 Annie and John Glenn Ave
Columbus, OH 43210

Memo

May 22, 2025

To: Graduate School Curriculum

From: Pete Locascio, Executive Director of Undergraduate Education, EHE

RE: PROGRAM CHANGE REQUEST: **MA in Counselor Education**, Department of Educational Studies.

Please find materials included in this proposal related to a revision to this program.

The department proposes:

- Adjust current subplans from two options to three options
 - Currently: (1) Clinical Mental Health & Addictions Counseling, and (2) School Counseling
 - Proposed: (1) School Counseling, (2) Clinical Mental Health Counseling, and (3) Clinical Mental Health Counseling/Addictions Concentration

This was approved as an informational item by the EHE Curriculum Committee on May 8, 2025.

If there are any questions, please contact me at Locascio.7@osu.edu



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

*** If applicable**



December 10, 2024

To: Dr. Antoinette Errante, Chair, Graduate Studies Committee, Department of Educational Studies
Dr. Dustin Miller, Associate Chair, Department of Educational Studies
Curriculum Committee, College of Education and Human Ecology

Fr: Dr. Brett Zyromski, Program Liaison, Counselor Education
Dr. Tanya J. Middleton, Counselor Education
Dr. Demetrius Cofield, Counselor Education

RE: CURRICULUM PROPOSAL FOR COUNSELOR EDUCATION TO CREATE A NEW
CONCENTRATION WITHIN THE COUNSELOR EDUCATION PROGRAM
Change 1: Remove the words “and Addictions” from the Clinical Mental Health Counseling sub-plan title
Change 2: Create a new concentration: Clinical Mental Health Counseling/Addictions Concentration
Change 3: Request approval for three new courses to be added to Clinical Mental Health
Counseling/Addictions Concentration.

Dear Graduate Studies Committee for Educational Studies and Curriculum Review Committee of EHE,

In order to increase enrollment in the Counselor Education program, we are proposing a new Clinical Mental Health/Addictions Concentration within our Counselor Education program. This will create a pathway for students to earn a Clinical Mental Health Counseling degree and complete the education and field experiences necessary for Chemical Dependency licensure in Ohio. To create this concentration, we are requesting approval of three concurrent proposals:

1. Remove the words “and Addictions” from the title of Clinical Mental Health Counseling and keep Clinical Mental Health Counseling with the same course content intact.
2. Approve the Clinical Mental Health Counseling/Addictions Concentration.
3. Approve three new courses to be added to the Clinical Mental Health Counseling/Addictions Concentration.

RATIONALE FOR REQUEST 1: REMOVE ADDICTIONS FROM THE TITLE OF CLINICAL MENTAL HEALTH COUNSELING SUB-PLAN. In an attempt to expand licensure options to address the addiction epidemic in Ohio, two years ago we added the words “and Addictions” to the title of the Clinical Mental Health sub-plan and expanded the content of certain courses to meet the licensing requirements for addiction counselors. We have since found that many applicants are interested in more focus on Addiction Counseling and would appreciate a dedicated counseling concentration with additional content. To prevent any confusion, we propose editing the name of Clinical Mental Health Counseling sub-plan to remove the words “and Addictions” in order to clarify the unique training and licensure outcomes of the proposed new concentration: Clinical Mental Health Counseling/Addictions Concentration.

RATIONALE FOR REQUEST 2: CREATE NEW CONCENTRATION IN ADDICTIONS COUNSELING IN THE CLINICAL MENTAL HEALTH COUNSELING SUB-PLAN



We propose to create a new concentration specific to addiction counseling that will meet licensure requirements to enhance our current sub-plan curriculum in Clinical Mental Health Counseling. Counselor Education comprises two sub-plans: (1) Clinical Mental Health & Addictions Counseling and (2) School Counseling. As stated above, we added addiction content two years ago in response to the community's needs, renaming our Clinical Mental Health Counseling sub-plan to Clinical Mental Health & *Addictions* Counseling. This change infused addiction content into our existing clinical counseling courses. While this was a valued change, feedback from our program review and students led us to consider creating a specialized concentration to provide more addiction content to better prepare students for the workforce. Therefore, we propose to add a new sub-plan and will therefore have the following sub-plans: (1) School Counseling, (2) Clinical Mental Health Counseling, and (3) Clinical Mental Health Counseling/Addictions Concentration.

The goal is to start this sub-plan in Fall 2026, pending approval. This will provide advanced addiction education for students admitted to the counselor education program who seek increased knowledge or desire chemical dependency licensure at the state level. Completion of this sub-plan will meet accreditation requirements from CACREP (Council for Accreditation of Counseling and Related Educational Programs) for Clinical Mental Health Counseling and education and clinical experience required by the Ohio Chemical Dependency Professionals Board (<https://ocdp.ohio.gov/get-certified-licensed/treatment/welcome>) for licensure.

RATIONALE FOR CHANGE 3: THREE NEW COURSES

In order to create this sub-plan, three specialized courses need to be approved to meet the licensure requirements for Clinical Mental Health Counseling and Chemical Dependency in Ohio (See syllabi for each course attached to this proposal document). These courses will expand the knowledge and skill base of the graduates. These are:

ESCE 6110 Advanced Assessment & Diagnosis of Addictions

This course will provide an advanced approach to the assessment and diagnosis of mental health and substance abuse disorders. Students will gain increased insight regarding diagnostic criteria, cultural issues, diagnostic, treatment, and bias for evaluation in counseling.

ESCE 6120 Treatment Planning in Addictions Counseling

This course will examine the principles of screening, assessment, and diagnosis of substance abuse clients with advanced practice in treatment planning. Students will learn evidenced-based treatment and demonstrate an enhanced understanding of working with this unique population in various settings.

ESCE 6130 Neuropsychopharmacology

This course will provide students with an introduction to the biochemical basis of behaviors and general knowledge of the interaction between the brain, body functioning, and drugs. Students will learn the historical background of illicit and non-illicit drug use in the United States, along with various modalities of medicated assistant treatment.

*Please see the attached syllabi for more information

In order to facilitate your consideration of these requests, enclosed and attached are:



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

**Department of Educational Studies
Counselor Education**

305 Annie & John Glenn Ave.
Columbus, OH 43210-1124

- I. The Proposed Clinical Mental Health Counseling/Addictions Concentration sub-plan Overview
- II. Information regarding the new track, including program goals, learning outcomes and licensure, and target audience
- III. External and Internal Addictions Programs
- IV. Projected Enrollment
- V. Appendix A, List of Regional CACREP-accredited counseling programs offering specialized addiction track or concentration
- VI. Appendix B, Licensure Overview, Ohio Chemical Dependency Professionals Board
- VII. Appendix C, Advising sheet for Clinical Mental Health Counseling/Addictions Concentration Sub-Plan
 - Advising sheet for current Clinical Mental Health Counseling
 - Advising sheet for School Counseling
- VIII. Syllabi for three new courses in Clinical Mental Health Counseling/Addictions Concentration Sub-Plan

Thank you for your consideration.

Sincerely,

Tanya J Middleton, Assistant Professor, Counselor Education

Middleton.221@osu.edu

(216) 255-2961

Section I- The Proposed Clinical Mental Health Counseling/Addictions Concentration Sub-Plan Overview

(Please note that the Advising Sheet is presented in Appendix C.)

The *percentage of change* for this new sub-plan is 15%. This concentration would be consistent with the other two sub-plans at 61 total credits. The new courses would total 9 credits (3 courses at 3 credits each), constituting a 15% change to create a new sub-plan.

To create this sub-plan, 3 new courses have been added to the Counselor Education Program Masters curriculum, consistent with the other sub-plans. The proposed sub-plan requires 61 credit hours and follows the same trajectory as the Clinical Mental Health Counseling sub-plan, except for three proposed courses providing advanced addiction knowledge required for licensure in Ohio as a LICDC (Licensed Independent Chemical Dependency Counselor).

Students will take the course sequence outlined below, including the new advanced addiction courses highlighted. In a cohort model, the sub-plan will be completed in two years (four semesters), the same as the Clinical Mental Health Counseling sub-plan.

Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
6731 Foundations and Ethics	6737 Group Counseling	7191 Internship I	7191 Internship II
6732 Theories of Counseling	7742 Addiction, Trauma & Crisis	6737 Career Development & Counseling	6625 Intro to Research
7741 Multicultural and Social Justice Counseling	6189 Practicum	7743 Counseling with Families, Couples, & Children	6110 Advanced Assessment & Diagnosis of Addiction
6734 Assessment in Counseling	7931 Diagnosis of Mental & Emotional Disorders	6130 Neuropsychopharmacology	6120 Treatment Planning in Addictions Counseling
	6735 Counseling Across the Lifespan		

Section II: Information regarding the new sub-plan, including program goals, learning outcomes and licensure, and target audience.

Program Goals: The Clinical Mental Health Counseling/Addictions Concentration sub-plan will add three courses specific to addiction counseling (Neuropsychopharmacology, Advanced Assessment & Diagnosis of Addiction, Treatment Planning in Addiction Counseling). Students enrolled in this sub-plan will also take field experience courses that will provide supervised experiences in clinical settings where at least 50% of their clientele identify with substance abuse concerns. This will create new sections of the following existing courses: (1) ESCE 6189 Practicum, (2) ESCE 7191 Internship I, and (2) ESCE 7191 Internship II. Students will take core classes through a cohort model and addictions-specific courses with students enrolled in the new track.



Learning Outcomes and Licensure: This sub-plan will help students enhance their knowledge and abilities to:

- Recognize and understand the impact of addictions within the community and educational settings.
- Recognize various theories of addiction (i.e., biopsychosocial and neuroscience)
- Assess, diagnose, and develop appropriate treatment plans for individuals experiencing substance use disorders.
- Evaluate systems of support, identify stages of change, understand, serve as social justice advocates for marginalized populations, and implement culturally appropriate treatment interventions.

To be eligible for a Clinical Mental Health license in Ohio, students must graduate from a CACREP-accredited program. This new sub-plan will meet that requirement and fulfill the education and clinical experience requirements for chemical dependency licensure at various levels outlined by the Ohio Chemical Dependency Professionals Board (<https://ocdp.ohio.gov/get-certified-licensed/treatment/welcome>). Through the coursework and supervised fieldwork experience as mandated by the Ohio Chemical Dependency Professionals Board, individuals holding a bachelor's degree in any field may attain licensure as a licensed chemical dependency counselor II or III (LCDC II, LCDC III); however, only individuals with a master's degree in behavioral science may achieve licensure as a Licensed Independent Chemical Dependency Counselor (LICDC) who can practice independently. (See Appendix B for requirements). Through this new concentration, students will graduate from our CACREP-accredited Master's program and be eligible to obtain a LICDC. The ability to be licensed can add value and increase their marketability post-graduation. The demand for those working in addictions is summarized below:

- According to the Substance Abuse and Mental Health Services Administration SAMHSA (SAMHSA, 2022) and the National Survey on Drug Use and Health NSDUH (NSDUH, 2022), 48.7 million people aged 12 or older (17.3% of the population) met the applicable DSM-5 criteria for a substance use disorder in the past year.
- Of those meeting the criteria, 1 of 4 received substance use treatment in the past year.
- The CDC (2023) noted that the recent number of deaths from drug overdose was the highest in recorded history. Given the high prevalence of addiction and its significant and widespread impact, increasing the number of addiction counselors adequately prepared to address addiction issues is of crucial importance.
- The Occupational Outlook Handbook for 2023 predicts that employment for substance abuse, behavioral disorder, and mental health counselors will increase by 19% from 2023 to 2033, faster than average for all occupations
- Nationwide, more than 300,000 job openings exist for substance abuse treatment providers. Employment is expected to grow faster than the average for all occupations. Job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas.
- According to an Ohio Department of Labor Task Force, there was a large number of retirements of chemical dependency professionals in Northeast Ohio between 2007 and 2017. This means a significant demand exists for incoming graduates to fill the vacant positions.

Graduating from the proposed Clinical Mental Health Counseling/Addictions Concentration sub-plan will prepare students with advanced addiction training while also gaining valuable knowledge about clinical mental health counseling. The call for this concentration is in response to community needs and student learning outcomes outlined above.



Target Audience: This sub-plan is designed for students who are admitted into the Counselor Education program and who would like to receive more focused attention on addictions. Students who apply for this program will meet the requirements of the Counselor Education program. Given the clinical nature of the courses, they are intended for Counselor Education students only.

Section III: External and Internal Addictions Programs

External Addictions Programs: See Appendix A for a compiled list of regional CACREP-accredited programs offering training in addictions counseling. Most are in colleges comparable to Ohio State's College of Education and Human Ecology and are offered through online and in-person formats. We have outlined graduate options only. It is important to note that there are no addictions counseling programs in Central Ohio.

- Central Michigan University (Michigan): 60 credits and the full-time program takes 2.5 years, while the part-time program takes 3.5 years.
- University of Detroit Mercy (Michigan): 60 credits and the program generally requires three years to complete.
- Youngstown State University (Northern Ohio): 63 credits and the program requires between 2-3 years to complete.
- Carlow University (Pennsylvania): 60 credits and the program can be completed in as few as 30 months.
- Waynesburg University (Pennsylvania): 60 credits and the length of the program is 20 months full-time, 5 semesters.

Internal Addictions Programs at Ohio State University: Per our research, courses that include addictions or addiction content are offered at the undergraduate and graduate level. These are listed below along with an italicized comparison with the proposed track in Counselor Education. It is important to note that there are no programs that offer addictions counseling licensure-track training at The Ohio State University.

- The College of Social Work offers a variety of addictions-related courses as electives for their undergraduate and graduate social work students. They also offer an Addictions 101 Fundamentals of Addiction course approved for continuing education for social workers, counselors, and marriage and family therapists in Ohio.

College of Social Work undergrad elective courses: <https://csw.osu.edu/undergraduate/coursework/>

Addictions 101 CE course: <https://csw.osu.edu/asynchronous-training/addiction-101-fundamentals-of-addiction/>

- *Our proposed third track provides education for a 61 graduate credit Clinical Mental Health Counseling degree in a track with concentration on addictions. Completion of this program will fulfill the requirements for the master's in Counselor Education and fieldwork experiences that are required for licensure in Chemical Dependency Counseling in the State of Ohio. This track is intended for counseling students who seek advanced addiction education and specialization.*



- The College of Medicine offers an Addiction Medicine Fellowship for those in the medical profession. This subspecialty focuses on the diagnosis and treatment of patients with substance use and addictive disorders. At the completion of training, these medical fellows will be eligible for board certification in the subspecialty of Addiction Medicine through the American Board of Preventative Medicine. <https://medicine.osu.edu/departments/psychiatry-and-behavioral-health/education/fellowships/addiction-medicine>
 - *This fellowship is focused on candidates who are in their final year of medical residency or have completed a medical residency program. Our graduate Counselor Education track will enroll those who are pursuing a Master's degree in Clinical Mental Health Counseling. These are separate, complementary professions, not duplicative.*
- The Addiction Studies Institute Conference is an annual event hosted by the OSU Wexner Medical Center that convenes leading experts from across the country to provide practicing addictions professional counselors with additional tools and knowledge to help those struggling with addiction. Best practices and trends in the areas of ethics, supervisory efforts, and trauma-informed care CEUs are offered. <https://wexnermedical.osu.edu/lp/addiction-studies-institute>
 - *This institute is a two-day conference focused on enhancing addictions prevention and counseling skills of licensed addictions counselors, including workshops and presentations. The proposed third track in Counselor Education provides individuals with introductory courses and advanced knowledge and practice for licensure as a Chemical Dependency counselor.*

Section IV: Projected Enrollment

Adding this new sub-plan would increase admissions in counselor education MA by 12-15 students each year. Clinical Mental Health Counseling receives 150+ applications annually and accepts 15-20, so it is anticipated that this would provide an additional pathway for more students seeking admission into the counseling program.

Students in the Clinical Mental Health Counseling/Addictions Concentration sub-plan would take the same core classes as students in the Clinical Mental Health Counseling sub-plan, except for addiction-specific courses highlighted in yellow below. We are seeking approval for these three courses.

Clinical Mental Health Counseling/Addictions Concentration Sub-Plan

Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
6731 Foundations and Ethics	6737 Group Counseling	7191 Internship	7191 Internship
6732 Theories of Counseling	7742 Addiction, Trauma & Crisis	6737 Career Development & Counseling	6625 Intro to Research
7741 Multicultural and Social Justice Counseling	6189 Practicum	7743 Counseling with Families, Couples, & Children	6110 Advanced Assessment & Diagnosis of Addiction
	7931 Diagnosis of Mental & Emotional Disorders		6120 Treatment Planning in Addictions Counseling



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6734 Assessment in Counseling	6735 Counseling Across the Lifespan	6130 Neuropsychopharmacology	
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Appendix A, List of Regional CACREP programs offering Addictions Counseling training

Compiled by Emeka Obinnakwelu Jr, GRA for Tanya Middleton

Institution	Addiction Counseling Specific Courses	Credit Hours	Program Length	Link
Central Michigan University Mt. Pleasant, MI	Neuropsychopharmacology (3 credits) Etiology of Addiction (3 credits) Addiction Oriented Systems and Methods of Care (3 credits) Family Counseling and Therapy (3 credits)	60 credits	The full-time program takes 2.5 years, the part-time program takes 3.5 years.	https://www.cmich.edu/program/Counseling-MA#why-program
University of Detroit Mercy Detroit, MI	Addiction Counseling Advanced Issues in Practice and Evaluation (3 credits) Drugs and Behavior (3 credits) Theories and Addiction (3 credits) Recovery Processes (3 credits)	60 credits	The 60 credit-hour program generally requires three years to complete.	https://www.udmercy.edu/academics/catalog/graduate2024-2025/colleges/chass/counseling-addiction.php
Youngstown State University Youngstown, OH	Addiction Counseling Specific Courses weren't highlighted	63 credits	The 63 credit-hour program requires between 2-3 years to complete.	https://ysu.edu/academics/beeghly-college-liberal-arts-social-sciences-education/counseling-msed
Carlow University Pittsburgh, PA	Introduction to Substance Abuse Counseling (3 credits) Substance Abuse Theories/Interventions (3 credits) Biological Bases of Drug & Alcohol Counseling (3 credits)	60 credits	As few as 30 months	https://www.carlow.edu/academic-programs/psychology-degrees/masters-addiction-counseling/



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Waynesburg University Waynesburg, PA	Pharmacology of Psychoactive Substances Addiction Counseling Techniques Addiction, Stress, and Trauma Family Counseling in Addiction	60 credits	20 months full-time, 5 semesters	https://www.waynesburg.edu/academics/departments/counseling-graduate-and-professional-studies/masters-online/master-arts
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Appendix B, Licensure Overview, Ohio Chemical Dependency Professionals Board

Ohio Chemical Dependency Professional Board Licensure	Minimum Requirements
CDCA Preliminary (10 months)	40 hours education; CDCA Preliminary is held for a minimum of 10 months before applying for CDCA
Chemical Dependency Counselor Assistant (CDCA)	CDCA requires additional 30 hours of education
Licensed Chemical Dependency Counselor II (LCDC II)	Associate's degree in behavioral science or Bachelor's degree in any field
Licensed Chemical Dependency Counselor III (LCDC III)	Bachelor's degree in behavioral science
Licensed Independent Chemical Dependency Counselor (LICDC & LICDC-CS) This is the licensure level targeted by the proposed Clinical Mental Health Counseling/Addictions concentration.	Master's degree or higher in a behavioral science



Appendix C, Advising sheet for *Clinical Mental Health Counseling/Addictions Concentration Sub-plan*

M.A. Program Specializing in Clinical Mental Health Counseling/Addictions Concentration
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
Non-thesis - 61 Semester Hours; Thesis - 63 Semester Hours

Student's Name: _____ ID# _____

Semester/Yr Admitted to MA Program _____ Advisor: _____

Graduate Non-Degree Credit Transferred _____

_____ Thesis Option (63 sem. Hrs.) -or- _____ Non-thesis option (61 sem. Hrs)

Semester Program Worksheets

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
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Required Foundations Course (3 hours)

3 credits	ESCE 6731	Foundations and Ethics of Professional Counseling (3)	_____
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Required Multicultural Course (4 hours)

4 credits	ESCE 7741	Multicultural and Social Justice in Counseling (4)	_____
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Required Research Course (3 hours)

3 credits	ESQREM 6625	Introduction to Educational Research (3)	_____
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Specialization Requirements (25 hours)

3 credits	ESCE 6732	Theories of Professional Counseling (3)	_____
3 credits	ESCE 6733	Techniques of Counseling (3)	_____
3 credits	ESCE 6734	Assessment in Counseling (3)	_____
3 credits	ESCE 6735	Counseling Across the Lifespan (3)	_____
3 credits	ESCE 6736	Career Development and Counseling (3)	_____
4 credits	ESCE 6737	Group Counseling (4)	_____
3 credits	ESCE 7931	Diagnosis of Mental and Emotional Disorders (3)	_____



3 credits ESCE 7742 Addictions, Trauma, and Crisis Counseling (3) _____

Clinical Mental Health/Addictions Counseling Concentration Requirements (26 hours)

4 credits ESCE 6189.02 Practicum in CMH/Addictions Counseling (4) _____

10 credits ESCE 7191.02 Internship in CMH/Addictions Counseling (10) _____

3 credits ESCE 7743 Counseling Couples, Families and Children (3) _____

3 credits ESCE 6130 Neuropsychopharmacology (3) _____

3 credits ESCE 6110 Advanced Assessment and Diagnosis of Addiction (3) _____

3 credits ESCE 6120 Treatment Planning in Addictions Counseling (3) _____

Electives (Optional)

_____ ESCE 8193 Advanced Individual Studies: Counselor Education _____

Thesis Option (minimum 3 hours)

_____ EDUCST7999 Thesis Research: Educational Studies _____

I ACCEPT THIS PROGRAM OF STUDY:

Student Signature: Advisor Signature Date

Student Services Review (initials) Date

I have received and read the OSU Counselor Education Handbook for _____ (year):

Student Signature

Year 1: Annual Review _____ Semester/Year

Student Signature Advisor Signature Date

Student Services Review (initials) Date

Year 2: Annual Review/Graduation Review

Application to Graduate: <http://gradforms/osu.edu>



Master's Student Procedures - Final Semester:

<http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf>

Minimum credit hours required for graduation: 61 hours

Total semester hours completed: _____

Yes/No Minimum hours required for graduation met?

Other Requirements

Yes/No Registered for minimum of 3 hours semester graduating

Yes/No Fees Paid

Yes/No Missing Grades of Incompletes?

Student Signature

Advisor Signature

Date

Student Services Review (initials)

Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.

CMH (CURRENT) PROGRAM OF STUDY

Page 1 of 3

M.A. Program Specializing in *Clinical Mental Health Counseling*
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
Non-thesis - 60 Semester Hours; Thesis - 63 Semester Hours

Student's Name: _____ ID# _____

Semester/Yr Admitted to MA Program _____ Advisor: _____

Graduate Non-Degree Credit Transferred _____

_____ Thesis Option (63 sem. Hrs.) -or- _____ Non-thesis option (60 sem. Hrs)

Semester Program Worksheets

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Required Foundations Course (3 hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
3 credits	ESCE 6731	Foundations and Ethics of Professional Counseling	_____

Required Multicultural Course (4 hours)

4 credits	ESCE 7741	Multicultural and Social Justice in Counseling	_____
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Required Research Course (choose one) (3-4 hours)

_____	ESQREM 6625 Introduction to Educational Research (3)	_____
	OR	
_____	ESQREM 6641* Introduction to Educational Statistics (4)	_____
	*For those desiring doctoral study	

Specialization Requirements (24 hours)

3 credits	ESCE 6732	Theories of Professional Counseling (3)	_____
3 credits	ESCE 6733	Techniques of Counseling (3)	_____
3 credits	ESCE 6734	Assessment in Counseling (3)	_____
3 credits	ESCE 6735	Counseling Across the Lifespan (3)	_____
3 credits	ESCE 6736	Career Development and Counseling (3)	_____
3 credits	ESCE 6737	Group Counseling (3)	_____
3 credits	ESCE 7931	Diagnosis of Mental and Emotional Disorders (3)	_____
3 credits	ESCE 7742	Addictions, Trauma, and Crisis Counseling (3)	_____

CMH (CURRENT)PROGRAM

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Clinical Mental Health/Addictions Counseling Concentration Requirements (26 hours)

4 credits	ESCE 6189.02	Practicum in CMH/Addictions Counseling (4)	_____
10 credits	ESCE 7191.02	Internship in CMH/Addictions Counseling (10)	_____
3 credits	ESCE 7743	Counseling Couples, Families and Children (3)	_____
3 credits	ESCE 7932	Psychopathology, Abnormal Beh, Personality (3)	_____
3 credits	ESCE 7933	Wellness and Prevention Counseling (3)	_____
3 credits	ESCE 7935	Adv Assessment: Eval of Ment & Emo Disorders (3)	_____

Electives (Optional)

_____ ESCE 8193 Advanced Individual Studies: Counselor Education _____

Thesis Option (minimum 3 hours)

_____ EDUCST7999 Thesis Research: Educational Studies _____

I ACCEPT THIS PROGRAM OF STUDY:

Student Signature: _____ Advisor Signature _____ Date _____

Student Services Review (initials) _____ Date _____

I have received and read the OSU Counselor Education Handbook for 20xx:

Student Signature

Year 1: Annual Review _____ Semester/Year

Student Signature _____ Advisor Signature _____ Date _____

Student Services Review (initials) _____ Date _____

Year 2: Annual Review/Graduation Review

Application to Graduate: <http://gradforms/osu.edu>

Master's Student Procedures - Final Semester:

<http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf>

Minimum credit hours required for graduation: 60 hours

Total semester hours completed: _____

Yes/No Minimum hours required for graduation met?

Other Requirements

Yes/No Registered for minimum of 3 hours semester graduating

Yes/No Fees Paid

Yes/No Missing Grades of Incompletes?

Student Signature

Advisor Signature

Date

Student Services Review (initials)

Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.

SC PROGRAM OF STUDY

Page 1 of 3

M.A. Program Specializing in *School Counseling*
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
Non-thesis - 60 Semester Hours; Thesis - 63 Semester Hours

Student's Name: _____ ID# _____

Semester/Yr Admitted to MA Program _____ Advisor: _____

Graduate Non-Degree Credit Transferred _____

_____ Thesis Option (63 sem. Hrs.) -or- _____ Non-thesis option (60 sem. Hrs)

Semester Program Worksheets

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Required Foundations Course (3 hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
3 credits	ESCE 6731	Foundations and Ethics of Professional Counseling	_____

Required Multicultural Course (4 hours)

4 credits	ESCE 7741	Multicultural and Social Justice in Counseling	_____
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Required Research Course (choose one) (3-4 hours)

_____	ESQREM 6625	Introduction to Educational Research (3)	_____
		OR	
_____	ESQREM 6641*	Introduction to Educational Statistics (4)	_____
		*For those desiring doctoral study	

Specialization Requirements (24 hours)

3 credits	ESCE 6732	Theories of Professional Counseling (3)	_____
3 credits	ESCE 6733	Techniques of Counseling (3)	_____
3 credits	ESCE 6734	Assessment in Counseling (3)	_____
3 credits	ESCE 6735	Counseling Across the Lifespan (3)	_____
3 credits	ESCE 6736	Career Development and Counseling (3)	_____
3 credits	ESCE 6737	Group Counseling (3)	_____
3 credits	ESCE 7931	Diagnosis of Mental and Emotional Disorders (3)	_____
3 credits	ESCE 7742	Addictions, Trauma, and Crisis Counseling (3)	_____

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4 credits	ESCE 6189.01	Practicum in School Counseling (4)	_____
10 credits	ESCE 7191.01	Internship in School Counseling (10)	_____
3 credits	ESCE 6831	Professional School Counseling (3)	_____
3 credits	ESCE 7832	Current Issues in Professional School Counseling (3)	_____
3 credits	ESCE 7833	Evidence-Based School Counseling (3)	_____
3 credits	ESSPED 6650	Introduction to Exceptional Children (3)	_____

ESCE 8193 Advanced Individual Studies: Counselor Education

EDUCST7999 Thesis Research: Educational Studies

Student Signature:	Advisor Signature	Date
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Student Services Review (initials)	Date
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Student Signature

Year 1: Annual Review _____ Semester/Year

Student Signature	Advisor Signature	Date
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Student Services Review (initials)	Date
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Application to Graduate: <http://gradforms/osu.edu>

Master's Student Procedures - Final Semester:
<http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf>

Minimum credit hours required for graduation: 60 hours

Total semester hours completed: _____

[illegible]

SC PROGRAM OF STUDY

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Other Requirements

Yes/No Registered for minimum of 3 hours semester graduating

Yes/No Fees Paid

Yes/No Missing Grades of Incompletes?

Student Signature

Advisor Signature

Date

Student Services Review (initials)

Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.



Syllabi for three new courses in *Clinical Mental Health Counseling/Addictions Concentration*

ESCE 6130 – Neuropsychopharmacology

Autumn 2026, 5 CREDITS, GRADUATE

Instructor: TBD

Email: N/A

Phone: N/A

Office Hours: N/A

Course Information

Course times and location: TBD

Mode of delivery: In Person, Lecture Required

Course Overview

Description / Rationale

This course will provide an overview of psychopharmacology (study of the effects of drugs on the brain). The course will examine the nature of the reaction between chemicals (i.e., substances) and the brain and how behaviors are influenced through this interaction. Students will gain an introduction to the human nervous system, brain metabolic pathways, and neurotransmitters while learning about the underlying causes and treatments of substance use disorders. This course will also review the effects of drugs (illicit and non-illicit) on the brain and body while also reviewing drug classifications and treatment options (i.e., medication-assisted therapy and biofeedback). Other disorders reviewed include, disorders of development, impulsive and compulsive disorders, movement disorders, paroxysmal disorders, and chronobiology and sleep disorders.

Prerequisites: Clinical Diagnosis, Techniques, Theories of Counseling

Learning Objectives:

As defined by CACREP 2024 students will:

1. Students will demonstrate the multiple professional roles and functions of counselors across specialized practice areas.
2. Successfully demonstrate the skills necessary for integration into clinical practice including but not limited to the building and maintaining of a therapeutic relationship, unconditional positive regard, empathic listening and engagement, accurate reflection of feeling and case conceptualization.
3. Develop an understanding and abide by the ethical principles and state laws that guide clinical practice.



4. Students will learn legislation, regulatory processes, and government/public policy relevant to and impact on the service delivery of professional counseling across service delivery modalities and specialized practice areas.
5. Students will demonstrate the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.
6. Recognize the importance of self-care and implement routines to ensure effective practice for themselves and clients.
7. Students will learn the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping Behaviors.
8. Students will learn and demonstrate theories and neurobiological etiology of addictions.
9. Students will learn biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
10. Students will learn procedures to identify substance use, addictions, and co-occurring conditions.

Student Outcomes

Candidates preparing to work as professional clinical and school counselors must know and demonstrate the content, and professional knowledge, skills, and dispositions necessary to help all clients and students. By the time the student has completed the course, s/he will have demonstrated mastery of all following topics, as demonstrated through the corresponding learning activities:

Adhering to the designated 2024 CACREP Standards, this course specifically will address the following standards:

Section B. Social and Cultural Identities and Experiences

3. The influence of heritage, cultural identities, attitudes, values, beliefs, and understandings within group differences and acculturative experiences on help-seeking and coping behaviors

Section C. Lifespan Development

5. Theories and neurobiological etiology of addictions
10. Biological, neurological, and psychological factors that affect lifespan development, functioning, behavior, resilience and overall wellness.



11. Systemic, cultural, and environmental factors that affect lifespan development
13. The effects of crises, disasters, stress, grief, and trauma across the lifespan.

Student Learning Outcomes (Knowledge & Skills)	CACREP Standards
Students will demonstrate social and cultural strategies for addressing systemic barriers to client wellness. Including the importance of continued insight into diversity (culture, ethnicity, race, gender, sex, SES, religion, ability, access, etc.,) that may impact outcomes while learning and implementing interventions that are appropriate for specific groups.	SECTION 3: Foundational Counseling Curriculum A, B, E, F, G
Successfully demonstrate the skills necessary for integration into clinical practice including but not limited to the building and maintaining of a therapeutic relationship, unconditional positive regard, empathic listening and engagement, accurate reflection of feeling and case conceptualization.	SECTION 3: Foundational Counseling Curriculum A, B, C, E, F, G
Students will understand critical concepts of pharmacology and pharmacodynamics of major drug groups used in the treatment of various clinical diagnosis	SECTION C: Lifespan development
Students will understand various drug treatment options for clients suffering from substance use disorders	SECTION E: Counseling Practice and Relationships
Students will learn how pharmacologic investigation informs the understanding of the underlying pathology of the illness	SECTION E: Counseling Practice and Relationships
Students will understand the connection of neuropsychopharmacology and the helping relationship for working with clients suffering from substance use and other disorders.	SECTION 3: Foundational Counseling Curriculum
Recognize the importance of care coordination while learning community resources and referral processes	SECTION E Counseling Practice and Relationships

CACREP KEY PERFORMANCE INDICATORS:

KPI IN THIS CLASS:	N/A
ASSESSED BY:	N/A



KPI IN THIS CLASS:	N/A
ASSESSED BY:	N/A

ALL KPI ASSESSMENTS MUST BE PASSED AT 80%

Textbooks

Required

Neuropsychopharmacology: The Fifth Generation of Progress Edited by Kenneth L. Davis, Dennis Charney, Joseph T. Coyle, and Charles Nemeroff 2002 American College of Neuropsychopharmacology

Recommended/optional

Basic and Clinical Pharmacology, 10th Edition. Pertram G Katzung, MD, Ph.D, 2007

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed).

Additional readings will be posted to Canvas or emailed as necessary. Students are expected to read assigned material before the class session. Many of the discussions and material will originate from the book and additional readings.

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Attendance and Participation	20
Group Project and Presentation	100
Mid-term examination	30
Knowledge Checks (4x 10 pts)	40
Final Examination	30
TOTAL	200/ 100%

See course schedule below for due dates.

Grading Scale %

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates and to submit. Please plan accordingly as all assignments are uploaded to Canvas, technology concerns are not valid excuses to submit late work.

Course Requirements and Procedures

- Participation in Class Discussions:** Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive credit. Students should aim to provide meaningful contributions to class discussions based on the lectures and readings. While there is no guideline for a number of



comments or remarks, students are expected to attend class and be present while sharing perspectives or critiques of material when applicable. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contributions to class discussions. Please raise the issue in class if you have trouble understanding a concept. Students can miss once class without penalty, subsequent misses will result in 2 pt deduction from the final grade, accommodations for religion and illness.

2. **Group Projects:** Students will work together to develop a presentation on a topic assigned by the faculty. The group project is an opportunity to demonstrate excellence in several areas: collaboration with peers, utilization of an array of scientific resources to discover the specifics of an unfamiliar topic, ability to organize information visually for presentation, and finally, oral presentation skills.
3. **Knowledge Checks:** Students will complete four knowledge checks to demonstrate learned knowledge. Quizzes are due before the start of the next class for total points. Late assignments are not accepted.
4. **Mid-term Examination:** Students will be assigned a mid-term examination in multiple choice/essay/short-answer format.
5. **Final Examination:** Students will be assigned a final examination in multiple-choice, essay, or short-answer format. The material covered will be from the mid-term to the end of the course.

[Instructor feedback and response time](#)

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

[Other course policies](#)

[Discussion and communication guidelines](#)

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.



- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

PROGRAM EVALUATION STANDARDS & GENERAL GRADING RUBRIC

The OSU Counselor Education Program has general standards for the evaluation of all assignments in classes. These overarching standards are the minimum expectations for your academic work. Program faculty and instructors can require additional standards and evaluation criteria for course assignments, and these will be included on your course syllabi.

All written assignments in the program will be graded on the following 7 components:

1. **mechanics** (e.g., correct grammar, punctuation, & spelling) ALL ASSIGNMENTS are to be completed in the most current APA style 7th Edition, unless otherwise indicated)
2. **structure** (e.g., topics are well organized, with appropriate headings and subheadings, transitions, and flow)
3. **completeness** (e.g., the assignment addresses all the required components completely and thoroughly and includes all information required)
4. **content** (e.g., the assignment demonstrates clear understanding of the knowledge base in the area of study and comprehension of the topics and information included)
5. **application** (e.g., the assignment is directly and clearly linked to the practice of professional counseling and to the specific topic area, and when appropriate is directly linked to class material, lectures, and/or required reading or research)
6. **analysis** (e.g., thoughtful, reflective and meaningful contemplation and engagement with the assignment)



7. **extension** (e.g., when appropriate, extends theory and practice into unique or innovative applications that advance the field)

GRADING POLICY

1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references to support meaningful points. The APA Style Manual is the primary reference for style issues. Double space all typed materials. Papers not meeting these criteria will have their grades lowered.

2. Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic, and degree to which points made are supported effectively. Papers receiving an "A" grade will be outstanding in each area. Grammar and style will be considered when they detract from the presentation or understanding of the professional arguments made.

3. Late assignments will not be accepted.

CLASSROOM BEHAVIORS

School of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Therefore, we will work together to ensure that the learning environment is conducive to appropriately convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival/sign into class.
- Being attentive and participative in class. Minimal background interruption, if possible.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations during class, which are disruptive to others and the learning environment.

Religious Freedom



Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. Policy: Religious Holidays, Holy Days and Observances.

PROFESSIONAL AFFILIATION:

It is strongly recommended that Counselor Education students join the American Counseling Association (ACA). This is a nationally recognized professional organization for those in counseling and human resource development, that can offer you many benefits. Professional affiliation allows for networking, potential collaboration, learning and engaging with other professionals and students that can enhance overall development. Additionally, ACA offers students a special membership rate and ACA members are eligible to purchase ACA liability insurance at a low rate.

STUDENT EVALUATION AND RETENTION POLICY:

Consistent with the ethical guidelines of the American Counseling Association, the school



counseling faculty has developed student evaluation and retention procedures, contained in Appendix A of the program handbook. The Counselor Education program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (1995). The code states:

“Counselor educators do not endorse students or supervisors for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisors are not qualified for the endorsement. Counselor educators take reasonable steps to assist students or supervisors who are not qualified for endorsement to become qualified.”

The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student demonstrates appropriate levels of maturity, judgment, emotional stability, sensitivity to others, objectivity, and self-awareness. Faculty members will meet periodically or as needed to evaluate progress, in academic work, counseling skills, and intrapersonal and interpersonal effectiveness. Any student who is found to have concerns within one or more areas may be subject to the remediation planned outlined in the (CMHC handbook p. 19). Should concerns fail to be resolved with remediation plan and depending on severity of concerns, students may be subject to failing the course, removal from site, or recommendation for program dismissal.

ENDORSEMENT POLICY:

The Counselor Education program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2009). The code states:

“Counselor educators do not endorse students or supervisors for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisors are not qualified for the endorsement. Counselor educators take reasonable steps to assist students or supervisors who are not qualified for endorsement to become qualified.”

CONFIDENTIALITY:

Students are responsible for maintaining the confidentiality of all course information, sample clients or discussed cases as this may contain relevant identifying information. According to the ACA Code of Ethics, “Clients have a right to expect confidentiality and to be provided with an explanation of its limitations” (Ethical Standards, ACA, 2009, Sec. A.3.A. See also Section B. Confidentiality of the ACA Code of Ethics.)

Students must maintain confidentiality of all case discussions. This extends to classroom discussions, and students are bound by the same legal and ethical considerations as if the client talked directly with



a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student's supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA 7th** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of*



Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. **If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Diversity Statement

The Department of Educational Studies is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. OSU prohibits discrimination against any member of the university's community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.



The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Commitment to Social Justice and Advocacy

The OSU Counselor Education Program is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages individuals to strive to reach their own potential. In pursuit of its goal of academic excellence, the Program seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University prohibits discrimination against any member of the campus community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

As counselors, we live these beliefs. This is more than policy; this is our lived experience with clients and with each other. Living lives as social justice advocates means integrating the values of dignity and worth of all human beings in all our personal and professional interactions. We believe that we are at our best when we work together to promote equity and access for everyone, to understand and fight oppression in all its forms, and to encourage each member of our community to establish a personal set of principles and ideals that will direct that individual toward a lifelong commitment to social justice and advocacy. We recognize that this is developmental in nature and that we are all striving as individuals and as a community.

Professional Development and Professional Identity:

As a graduate student in counselor education, you are required to develop competencies in professional skills such as writing, presenting, counseling, and conducting research. The standards for this class are compatible with professional guidelines set forth by the American Counseling Association. Therefore, you will be evaluated on these specified areas as well as other pertinent skills related to mental health or school counseling. As a graduate student at The Ohio State University, you are expected to uphold the highest level of professionalism. Your grade in this course can be negatively impacted by poor academic performance, professional judgment, and professional conduct. The instructor reserves the right to deduct points on any individual assignment and on the final course grade, based on the following: (a) poor collaboration with peers; (b) arriving late to class; (c) missing



classes; (d) turning assignments in late; (e) inappropriate or unprofessional class performance; and (f) disrespecting instructors, teaching associates, peers, and/or staff.

Grievances Procedures

According to the University policies from the Division of Student Affairs. If you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Course schedule

Week	Dates	Class Topic(s)	Readings and Assignments Due	CACREP Standards & KPI
1		- Welcome, course outline - Review of syllabus	<i>Chapter 1</i>	



		-Brief history of pharmacology -Drug Classification -Drug Names		
2		-Drug approvals and policies -Legislation and standards -US Drug and Food Admin -Controlled substances -Over the counter drugs	Chapter 2 Assignment of Groups	
3		-Pharmacokinetics -Pharmacodynamics	Chapter 3 & 4 Knowledge Check #1 Due	
4		Pharmacogenomics, toxicity, and environmental toxins Introduction to the nervous system	Chapter 5	
5		-Pharmacology of the Central Nervous System -Opioids and nonopioid -Antiseizure drugs -Skeletal muscle relaxers -General anesthesia -Local anesthesia	Chapter 6	
6		Case Presentations -Midterm review	Chapter 23 Knowledge Check #2 Due	
7		Case Presentations Mid-term Exam		
8		Spring Break	Spring Break	
9		Review of substance abuse/misuse/dependence -Pharmacology of psychiatric disorders		
10		Biofeedback, MRIs, Brain Scanning	Knowledge Check #3 Due	
11		Case Presentations Unique concerns		
12		Guest Speaker Biofeedback Institute	Case Presentations	
13		Case Presentations Medicated Assisted Treatment	Knowledge Check #4 Due	
14		Thanksgiving Break-No class		
15		Pain Medication and Pharmacogenetics	Case Presentations	
16		Review for Final	Case Presentations	
17		Finals Week	Final Exam Due	



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Department of Educational Studies
Counselor Education





**ESCE 6110–
ADVANCED ASSESSMENT & DIAGNOSIS OF ADDICTION COUNSELING**
TERM XXX, 3 CREDIT HOURS, GRADUATE

Instructor: TBD

Email:

Phone: (if desired)

Office Hours:

Course Information

Course times and location: TBD

Mode of delivery: **In-Person**

Course Overview

Description / Rationale

This graduate level course will prepare students to initially evaluate, for the purposes of treating or referring, clients who may be addicted to substances and/or processes/behaviors. Students will be taught how to assess and diagnose addiction and substance dependence. The implications of addiction for clients will be addressed. In this course students will cultivate skills and techniques that can be implemented as clinical mental health and addictions counselors to support clients with addictive disorders. The use of standard screening and diagnosis tools and application of results of related research are taught. This course uses a biopsychosocial approach in evaluating and diagnosing addictive disorders from a human growth and development perspective with criteria outlined in the Diagnostic and Statistical Manual of Mental Disorders -5th Edition TR (DSM-5TR).

Relation to Other Courses

Prerequisites: Admission to Counselor Education Program; ESCE 7742

Learning Objectives

According to the 2024 CACREP Standards, students in this class would develop the following skills, found in **Section 3: Foundational Counseling Curriculum**. By the end of this course, students will be able to understand:

- basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (G.2)
- culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications (G.5)



- ethical and legal considerations for selecting, administering, and interpreting assessments (G.6)
- use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (G.7)
- procedures to identify substance use, addictions, and co-occurring conditions (G.12)
- procedures for using assessment results for referral and consultation (G.17)

Course Materials

Source material (Not required purchases):

Juhnke, G. A. (2002). *Substance abuse assessment and diagnosis*. New York: Brunner-Routledge.

Brady, K. T., Levin, F. R., Galanter, M., & Kleber, H. D. (Eds.). (2021). *The American Psychiatric Association publishing textbook of substance use disorder treatment*. American Psychiatric Pub.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Addictions Case Study Paper	100
Addictions Assessment Critique	50
Movie Conceptualization Presentation	100
Attendance / Participation	50
TOTAL	300 Points/100%

See below for assignment descriptions and due dates.

Late Assignments

Due dates may be adjusted for emergency situations.

Grading Scale

93–100%: A	87–89.9%: B+	77–79.9%: C+	67 –69.9%: D+
90–92.9%: A-	83–86.9%: B	73–76.9%: C	60 –66.9%: D
	80–82.9%: B-	70 –72.9%: C-	Below 60%: E

Assignment Descriptions

1. **Attendance and Participation: (50 pts).** Students are expected to attend all classes, as learning only takes place in conversation. If you are not present for the conversation, your learning will be compromised. Please let me know if you are unable to attend as soon as possible.
2. **Addiction Case Study Paper (100 pts).** You will be provided a client profile for this assignment. This profile will be a written description of a client that has come into your office



for an addiction assessment. It will include current and background information about the client in the areas that correspond with conducting an addiction assessment. Your paper will include the following:

- a. A descriptive narrative of the client
- b. How would you work with this client and/or his family based on your theoretical approach?
- c. Which assessment(s) you would use with the client
- d. A final diagnosis using appropriate DSM-5 diagnostic codes (which will include any mental health diagnoses),
- e. What would be some of the key techniques or strategies, consistent with your theoretical approach that you would use in treatment?
- f. Please describe any particular weaknesses or challenges of your theoretical approach in working with this client.
- g. Please describe any particular strengths of your theoretical approach that would be highlighted by this particular client's circumstances.
- h. A recommendation for treatment along with a treatment plan.

3. **Addiction Assessment Critique:** (50 pts). The purpose of this assignment is for students to apply concepts related to reliability and validity to assessments to be used for assessing clients' addiction symptoms and behaviors. For this assignment, students will critique an addictions assessment test which includes:

- a. Introduction: Why you decided to choose that test
- b. Purpose of the test,
- c. Practicality (time it takes, cost, format, readability etc.)
- d. Administration, Scoring and Interpretation
- e. Mean scores and standard deviation
- f. Evidence of Reliability
- g. Evidence of Validity
- h. Cultural Fairness
- i. Summary
- j. Resources

The critique will be in the format of a recorded PowerPoint presentation to be submitted in Carmen.

4. **Movie Conceptualization Presentation:** (100 pts). You will work in groups of 3 or 4 to complete one (1) case conceptualization presentation based on a character in one of the following films: (a) *28 Days* (b) *Clean and Sober*, (c) *Flight*, (d) *When a Man Loves a Woman*, (e) *Beautiful Boy*, (f) *Holiday Heart*, (g) *The United States vs. Billie Holiday*, (h) *Ray*, or (i) *Losing Isaiah*. Students are encouraged to select a movie that they are not familiar with and one that they have not watched prior to this class.



The case conceptualization should be completed based on a specific **counseling theoretical model** (e.g., cognitive-behavioral, solution-focused, reality, existential) and the following outline should be utilized:

- a. Brief summary of the movie and identify target client. (Movie trailer is recommended)
- b. Identifying Data (background/demographic information).
- c. Precipitating Event for Counseling: What brought them to counseling? You have to decide what it is. Choose an event or scenario in which the individual is undergoing the most problematic situation. Be creative!
- d. Presenting Problem: What is/are the apparent complaint/s (issue/s)?
- e. History of Presenting Problem: How long has/have the presenting problem(s) been happening? What has been done to deal with the problem? Be creative!
- f. Bio-psychosocial history of the client:
 - a. Developmental History and Dynamics
 - b. Social History and Cultural Dynamics
 - i. Family history and intimate relationships of client
 - ii. Cultural considerations
- g. Health History and Health Behaviors of client
 - a. Previous Psychiatric Problems of Client
 - b. Previous Substance Use Problems of Client
- h. Symptoms (symptomatic behaviors related and not related to presenting problem):
 - i. The symptoms that the individual is seeking to abate. Also list symptoms that clue you in to the diagnosis (substance use, psychiatric).
- i. Support System: From a systemic perspective, what sort of support system does this individual have? This constitutes external resources.
- j. Strengths.
- k. Vulnerabilities and/or relapse possibilities/triggers (personal, familial, or environmental).
- l. Readiness for change: provide client's stage of change.
- m. Assessment: What screening and assessment instruments would be appropriate to utilize with your client? Clinically substantiate your chosen instruments.
- n. Preliminary Diagnosis:
 - a. Provide brief statement on the "issue" confronting the individual as perceived from your theoretical orientation. Be sure to use the language consistent to your theory. Specify the counseling theory of your choice.
 - b. Provide differential diagnosis/diagnoses
 - c. Provide a DSM-5 TR formatted diagnosis
- o. Treatment:
 - a. What treatment setting would be appropriate for your client? Clinically substantiate why you believe this is the appropriate level of care for your client.



- b. What type of counseling would you recommend (individual, group, family)? Why?
- c. Provide a sample Treatment Plan. The plan should include at least 2 concerns. Remember your interventions need to be consistent with your counseling theory of choice!

Be creative but realistic to add in information that the movie does not provide on your character!
This presentation should be 20-30 minutes. Each group member must upload the PowerPoint to Carmen by the due date and time.

Course Policies

Communication

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The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

Netiquette

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- Honor people's rights to their opinions; respect the right for people to disagree.
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- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

IMPORTANT: No AI tools are to be used in this class.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills

- Basic computer and web-browsing skills
 - Navigating Carmen (Canvas)

Technology necessary for this course:

- using CarmenConnect zoom, creating a slide presentation, etc., Word

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)



[OSU Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

[EHE Office of Diversity, Inclusion, and](#)

[Community Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

Course Schedule

Date	Topic	Reading/Assignments Due/& Notes
WEEK 1	Course overview Theories of Addiction 12 Core Functions	Reading: Syllabus
WEEK 2	Substance Related and Addictive Disorders	Reading: Brady et al. Ch. 4
WEEK 3	Assessment Procedures: Screening and Assessment Instruments	Reading: Brady et al. Ch. 5
WEEK 4	Assessment Procedures: Screening and Assessment Instruments	
WEEK 5	Assessment Procedures: Clinical Interviews ASAM Placement Co-Occurring Disorders	Reading: Juhnke, Ch. 3
WEEK 6	Diagnosing Addictive Disorders: Opioids & Current Trends	Reading: Brady et al. Ch. 31 Addiction Assessment Critique Due
	Diagnosing Addictive Disorders:	



WEEK 7	Marijuana & Current Trends	Reading: Brady et al. Ch. 32
WEEK 8	Diagnosing Addictive Disorders: Alcohol & Current Trends	
WEEK 9	Diagnosing Addictive Disorders: Psychedelics and Current Trends	Addiction Case Study Paper Due
WEEK 10	Diagnosing Addictive Disorders: Process Addictions	
WEEK 11	Diagnosing Addictive Disorders: Eating Disorders	Reading: Brady et al. Ch. 46
WEEK 12	Assessment, Diagnosis & Treatment Planning	Movie Presentations
WEEK 13	Assessment, Diagnosis & Treatment Planning	Movie Presentations
WEEK 14	Special Topic/Catch Up	
WEEK 15	No Class	Final Exam due

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

[Institutional Policies](#)

[Academic Integrity](#)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the



University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

RELIGIOUS FREEDOM AND ACCOMMODATIONS

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your



accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You**



can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu.edu) or visit odi.osu.edu/ccampis



**ESCE 6120 –
TREATMENT KNOWLEDGE & PLANNING IN ADDICTIONS**

TERM SPRING 2027, 3 CREDIT HOURS, GRADUATE

Instructor: TBD

Email:

Phone: (if desired)

Office Hours:

Course Information

Course times and location: TBD

Mode of delivery: **In-Person**

Course Overview

Description / Rationale

The course is an introduction to the role of treatment planning and therapeutic interventions for working with clients with addictions. The course will provide theoretical and practical understanding of the development and implementation of treatment plans and relapse prevention strategies. Students will learn the theoretical underpinnings of the biopsychosocial factors that influence addiction and learn to develop appropriate treatment plans and relapse prevention strategies grounded in those theoretical factors. Students will develop practical skills to create and implement treatment plans as well as facilitate appropriate relapse prevention interventions. This course uses a biopsychosocial approach in evaluating and treating addictive disorders from a human growth and development perspective.

Relation to Other Courses

Prerequisites: Admission to Counselor Education Program; ESCE 7742

Learning Objectives

According to the 2024 CACREP Standards, students in this class would develop the following skills, found in **Section 3: Foundational Counseling Curriculum**. By the end of this course, students will be able to understand:

- theories and models of counseling, including relevance to clients from diverse cultural backgrounds (E.1)
- critical thinking and reasoning strategies for clinical judgment in the counseling process (E.2)
- case conceptualization skills using a variety of models and approaches (E.3)
- counseling strategies and techniques used to facilitate the client change process (E.10)
- developmentally relevant and culturally sustaining counseling treatment or intervention plans (E.13)
- development of measurable outcomes for clients (E.14)



- evidence-based counseling strategies and techniques for prevention and intervention (E.15)

Course Materials

Lassiter, P. L., & Culbreth, J.R. (2017). *Theory and Practice of Addiction Counseling*. Thousand Oaks, CA: Sage Publications

Miller, G. (2021). *Learning the Language of Addiction Counseling (5th ed.)*. Wiley & Sons.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Seminar Presentation	200
Practical Field Experience and Reaction Paper	100
Abstinence Project	100
Personal Theory of Addiction Counseling	150
Attendance / Participation	50
TOTAL	500 Points/100%

See below for assignment descriptions and due dates.

Late Assignments

Due dates may be adjusted for emergency situations.

Grading Scale

93–100%: A	87–89.9%: B+	77–79.9%: C+	67–69.9%: D+
90–92.9%: A-	83–86.9%: B	73–76.9%: C	60–66.9%: D
	80–82.9%: B-	70–72.9%: C-	Below 60%: E

Assignment Descriptions

- Attendance and Participation: (50 pts).** Students are expected to attend all classes, as learning only takes place in conversation. If you are not present for the conversation, your learning will be compromised. Please let me know if you are unable to attend as soon as possible.
- Seminar Presentation (200 pts).** In small groups, you are required to design and present a seminar in which you share information and involve fellow learners in discussions. The seminar should meet the following minimum criteria related to addiction and the topic of choice:
 - Be focused on one primary and previously arranged topic related to addiction counseling



- b. Be accurate, thorough, and presented in 1 hour
- c. Be based on *several* references from professional journals and textbooks.
- d. Provide a 10-15 minute practice counseling demonstration in presentation (role-play) after selecting ONE particular counseling approach used in addictions counseling (e.g., Motivational Interviewing/MET, CBT, REBT, Solution-focused Brief, person-centered, Twelve Step Facilitation, Reality).
- e. Reflect relevant cultural influences or factors
- f. Provide assigned reading to the class **the week prior to the presentation**. The readings may be from the textbooks and/or articles copied from journals and distributed to students.
- g. Include in the presentation:
 - a. current statistical data
 - b. relevant biological, psychological, and sociological information
 - c. examples of client education materials that can be used related to topic
 - d. reading list of relevant journal articles or books for distribution to the class
 - e. a list of relevant video materials and supplemental books for distribution to the class

On the day of your presentation you should upload all materials for students to the Canvas page. The Presentation Portfolio will include handouts used in the presentation, copies of slides shown on Power Point if used, reading list of relevant journal articles or books, a list of relevant video materials and examples of client education materials that can be used related to topic.

Seminar Topics

- Addiction Counseling Competence: Black/African American Clients
 - Addiction Counseling Competence: Latinx Clients
 - Addiction Counseling Competence: Asian American Clients
 - Addiction Counseling Competence: Native American Clients
 - Addiction Counseling Competence: Lesbian, Gay, Bisexual & Transgender Clients
 - Addiction & Adolescents
 - Addiction & the Elderly
 - Counseling Addicted Offenders
 - Dual Diagnosis (Personality Disorders, Schizophrenia, Major Depression)
 - Domestic Violence & Substance Abuse
 - Counseling for Anger and Resentment
 - HIV/AIDS & Communicable Diseases with Substance Abusers
 - Current Opioid Epidemic
 - Fetal Alcohol Syndrome
7. **Practical Field Experience and Reaction Paper:** (100 pts). As an experiential requirement of this class, students will attend a field experience that includes observation of substance abuse counseling in practice. You will prepare a 3-page typed reaction paper about your experience.



In your practicum or internship at a substance use treatment program. The reaction paper will include answers and/or reflections to the following questions:

- a. Describe the program and your role as a practicum or internship student.
- b. What are some of the challenges you have observed that counselors face at the site?
- c. How does the way the program works with clients match with what you have learned in the addiction classes in the program?
- d. How does the program differ from what you have learned in the addiction classes?
- e. What has been the most surprising thing that you have learned or experienced while at the site?
- f. What has been the most difficult aspect of the experience for you?
- g. **Interview with Addiction Counselor:** Some guided questions provided by the course instructor are as follows:
 - a. What are your addictions counseling credentials?
 - b. Please describe one of your greatest challenges at work.
 - c. Which behavioral treatments do you prefer to use?
 - d. Do you have more experience leading group therapy or individual therapy?
 - e. How would you approach a client who is behaving aggressively?

The reaction paper will report about what you experienced, synthesizing your thoughts, feelings, and reactions to the field experience. The expectation is that you will reflect on your observations and not just report them. Focus primarily on the meaning and personal reaction you had as a result of the experience.

8. **Abstinence Project:** (100 pts). Students are asked to enter into an “abstinence contract” for at least 8 weeks. In other words, students will make a pact with themselves to “give up” something meaningful for this timeframe. Students will gain the most from this activity by choosing something (e.g. food, activity, behavior, substance) that will prove difficult to go without, as this will provide increased **empathy and insight** into the psychological experience of abstinence. This activity is meant to increase awareness, not to mimic the experience of having an addictive disorder. A written contract including your name, the item from which you have chosen to abstain, a positive replacement behavior, and at least 3 individuals with whom you will seek support is due to the instructor by the second week of class (see form at end of syllabus). There will be 3 discussion board posts required for this assignment and students will be divided into small support groups for these posts. **(Active reflection and discussion: 30 points)**

Additionally, students are asked to write a “goodbye letter” to their chosen substance/activity/behavior as an opportunity to explore thoughts, feelings, and attitudes around the importance of the substance/activity/behavior, as well as any potential feelings around the loss of the particular substance/activity/behavior. **(Contract and letter: 20 points total)**



Finally, at the end of the semester, students will be asked to reflect on their journey of abstinence throughout the semester and create a project to represent the experience. Students are encouraged to be as creative as they wish, and attempt to “think outside the box” about their personal experience of abstinence. Students may choose to write a poem or song, create a scrapbook, collage, video, skit, etc. The purpose of this assignment is to creatively depict the student’s individual process of abstinence (e.g. triggers, relapse, craving). Students will have the opportunity to present these projects to the class. Students are encouraged to enjoy this project and make it fun! **(50 points)**

Discussion Board Support Groups:

Baseline Period (End of week 2) – First, provide a brief explanation of your chosen subject or activity. You will record the extent of your involvement with the substance or activity over these 2 weeks. Note information such as amounts consumed, amount of time engaged in activity, number of times engaged in activity, where acts occurred, time acts occurred, and any physiological, psychological, or sociological stressors. Note predisposing or contributing conditions and physical and/or emotional reactions to stressors and to using the substance or engaging in the activity.

Abstinence Period (8 weeks) – Attempt to withdraw from the substance or activity. Note the factors you recorded during the Baseline Period, except now record reactions to reducing or eliminating the substance or activity.

Follow-up Period (2 weeks) – Record your consumption or activity patterns as outlined above. During this time you may use the substance or engage in the activity to the extent you choose.

9. **Personal Theory of Addiction Counseling (150 pts).** This is a written explanation of a theory of addiction counseling that you find to be most compatible with your general worldview and approach to life. Remember that this decision does not mean that you will forever have to be a counselor working from the theory that you choose. Change in theoretical orientation and/or perspective as you learn more about the counseling process is an important developmental process in your professional future. But for now, use the addiction theories to develop a personal theory that works for you. You can adopt one, you can modify one, or you can integrate two or more. Your paper should be written using APA (7th) style. This paper should not exceed 5 typed pages in length (not including cover page and reference section). Include answers to the following questions within your paper:
- What elements of this theory or theories drew you to it as a choice?
 - What are the essential features of the counseling process for your theory?
 - What are the most important strategies and/or techniques employed with your theory?
 - What are the fundamental tenets of your theory?
 - In what manner does your theory consider diverse populations?
 - What do you believe to be the major strengths and shortcomings of your theory?



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Course Assignments and Academic Integrity

IMPORTANT: No AI tools are to be used in this class.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills

- Basic computer and web-browsing skills
 - Navigating Carmen (Canvas)

Technology necessary for this course:

- using CarmenConnect zoom, creating a slide presentation, etc., Word

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

[EHE Office of Diversity, Inclusion, and](#)

[Community Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)



Course Schedule

Due Date	Topic	Reading/Assignments Due/Notes
WEEK 1	Introduction & Course Overview Licensure Process	<u>Reading:</u> Lassiter & Culbreth Ch. 1 & 2
WEEK 2	Overview: Theories & Etiology of Chemical Dependence Assessment & Diagnosis	<u>Reading:</u> Miller Ch. 2 & 3 L&C Ch. 3 Baseline Period Discussion Board Due
WEEK 3	Writing and Implementing a Treatment Plan	Abstinence Contract & Letter Due
WEEK 4	Culturally Responsive Addictions Counseling Constructivist Theory	<u>Reading:</u> Miller Ch. 6 & 10 L&C Ch. 15
WEEK 5	Psychoanalytic Theory	<u>Reading:</u> L&C Ch. 4 Seminar Group 1
WEEK 6	Sociological Theory Family Systems Theory	<u>Reading:</u> L&C Ch. 8 & 9 Seminar Group 2
Week 7	Cognitive Behavioral Theory	<u>Reading:</u> L&C Ch. 13 Seminar Group 3
WEEK 8	Transtheoretical Theory	<u>Reading:</u> L&C Ch. 10



		Seminar Group 4
WEEK 9	Motivational Interviewing	<u>Reading:</u> L&C Ch. 11
WEEK 10	Group Work & 12 Step Facilitation	<u>Reading:</u> Miller Ch. 8 L&C Ch. 14 & 17 Practical Field Experience Paper Due
WEEK 11	Grief Work & Spirituality in Addictions Counseling	<u>Reading:</u> Miller Ch. 12 Abstinence Period Discussion Board Due
WEEK 12	Harm Reduction Theory Medication Assisted Treatment	<u>Reading:</u> L&C Ch. 12
WEEK 13	Relapse Prevention	<u>Reading:</u> Miller Ch. 7 L&C Ch. 18 Abstinence Project Reflections Follow Up Period Discussion Board Due
WEEK 14	Behavior & Process Addictions Co-Occurring Disorders	<u>Reading:</u> L&C Ch. 16
WEEK 15		Personal Theory Paper Due



The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.



RELIGIOUS FREEDOM AND ACCOMMODATIONS

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.



- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.



The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis