

**ARGOSY UNIVERSITY SAN FRANCISCO BAY
AREA
COURSE SYLLABUS
SUMMER 2011**

Course Title: Substance Abuse Counseling

Course Number: PC 6900 Section II

Instructor: Carlos Molina, Ed.D., LMFT

Contact Information:

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SYLLABUS IS SUBJECT TO CHANGE

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Required Text:

Inaba, Darryl S., Pharm. D. & Cohen, William E. (2004). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs*. CNS Publications, Inc., ISBN 0-92654427-6

Watkins, T. R., Lewellen, A., Barrett, M. C., (2001). *Dual diagnosis: an integrated approach to treatment*. Sage publications, Inc. ISBN 978-0-7619-1558-4

Zuckerman, E.,L. (2010) *Clinician's Thesaurus, 7th Edition: The Guide to Conducting Interviews and Writing Psychological Reports (The Clinician's Toolbox)*. ISBN 978-1606-23-874-5

Perkinson, R. R., Jongsma, A., E. (2009). *The Addiction Treatment Planner*. John Wiley & Sons, Inc., Hoboken, New Jersey. ISBN 978-0-470-40551-2

Final Date to Drop Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Summer Session II (7.5 week courses):

Deadline for 100% refund: 7/8/11

Deadline for withdrawal "W": 8/3/11

Course Description:

The purpose of this course is to introduce the students at a graduate level to the field of chemical dependency and behavioral addiction, their assessment and treatment with an emphasis on counseling settings and practice. In depth issues surrounding addiction, etiology, diagnosis, and treatment will be explored. The focus will be on the theories of addiction, physiology and psychology, treatment approaches as well as significant topics in the field of addiction studies. The format of the course is intended to be that of a graduate seminar. Students are thus encouraged to bring case material and/or research issues to the class discussion.

The course consists of two full weekends (Saturday & Sunday, July 16th and 17th for section II and Saturday & Sunday, August 13th and 14th, 2011, 9AM to 6PM). Also required are 3 on-line contact/posting assignments occurring on a weekly basis during the entire term of the course.

Course Objectives:

- To understand contemporary models and theories of abuse and addiction
- To know and apply methods for assessment and diagnosis
- To understand the impact of substance related disorders have on relationships and families.
- To increase students' knowledge of a wide range of treatment approaches and modalities used in the assessment and treatment of substance related disorders.
- Treatment planning, maintaining change, relapse prevention, self-help groups, and referral procedures.
- Defining substance abuse, intoxication, withdrawal, and dependence
- To appreciate personal values, beliefs, and experiences that may impact working with clients who have substance abuse issues
- Gain an understanding of the pharmacological and psychopharmacological properties of drugs commonly abused in the United States.
- To increase students' knowledge of ethical and legal issues in the substance abuse counseling field.
- To gain knowledge and understanding of the impact of substance use and abuse and behavioral addiction by various cultural groups and special populations.

Course length: 7.5 Weeks **Contact Hours:** ~32 Hours **Credit Value:** 3

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Methods of Instruction: This course will be delivered in a blended format, including in class lecture and discussion, videos, role-plays, small group discussions combined with online instruction. Various multimedia will be used to teach concepts. Socratic questioning will be used to help students think critically about the subject matter. **In addition to the two required weekends on campus, students are required to participate online through the Argosy Internet eCollege platform.**

Reading Instructions:

Read the required texts weekly and base your weekly online presentation on the major topics of these readings. Time in class will be spent discussing the issues in both small groups and with the class. Your class participation and on-line postings must strongly reflect your knowledge of the readings and other materials and research on your part.

Course Outline and Seven Week Calendar**Week One: 06/30/11**

Reading: Chapters 1 & 2 from Inaba

Overview of Course, Introduction of Students, and Review of History of Substance Abuse

Student On-line discussion: Introduction and Significant Issues of Addiction Assignment:

Each student is to locate and attend one open meeting of a support meeting (e.g., AA, NA, CA, Alanon, etc.) and then **write a 3-page narrative indicating his/her impressions and what this experience was like for you.** Be prepared to discuss this in class on Sunday, May 21st. Paper is due on July 16, 2011 at the beginning of class.

Week Two: 06/07/11

Reading: Chapters 1 & 2 from Dual Diagnosis and Chapters 3 & 4 from Inaba Overview of Controversies in Concept and Practice of Treating Alcoholism Developing a Model of Alcoholism and Substance Abuse Treatment Classification of and actions of psychoactive drugs

First Weekend 07/16 and 07/17**Saturday:**

Introductions, Syllabus overview, Class Expectations, Personal experiences, Defining Substance Abuse: Use vs. abuse, Models of Addiction, Overview of recovery and treatment Developmental Issues including impact on childhood and adolescence, Socio-cultural foundations of addictions and domestic violence, video tapes.

Sunday:

Role Play w/ classmates in dyads and small groups, client and therapist, DSM criteria, theoretical orientation, assessment, diagnosis, and treatment planning. Motivational Interviewing – Harm Reduction, 12 step programs and recovery.

Week Three:

Reading: Chapters 5 & 6 from Inaba and chapters Dual Diagnosis Student On-Line Discussion

Week Four:

Reading: Chapters 7 & 8 from Inaba

Prevention: Concept and Reality Student On-Line Discussion

Week Five:

Reading: Chapters 9 & 10 from Inaba Treatment, Recovery, and Relapse Student On-Line Discussion

Week Six:

Preparation for Second Weekend Assignments to be determined

Second Weekend 08/13 and 08/14

Saturday

Student Presentations.

Sunday

Treatment and Diversity: Key Issues Treatment Planning

Week Seven: TBA

Treatment Issues, Group Counseling, IOP, Residential, Aftercare Student On-Line Discussion Group

Course Requirements: Attendance and Participation are Mandatory. Instructor's Attendance Policy: because this is a short-term, high intensity class occurring over two weekends, attendance is critical. Students must attend all four-class sessions over the two weekends, and be on time to receive full credit. Being more than 30 minutes late at the beginning of class sessions or after the lunch break will affect your overall grade. In-class participation requires active listening, exploring topics together, and engaging in dialogue and discussion on all four of the weekend class days without having to be called upon.

Weekly Schedule: The on-line portion of this course requires weekly discussions the weeks' topic. The discussion should reflect each student's critical analysis of the issues/topics presented in the readings. Also, students must post responses to weekly discussion questions and topics. Students are responsible for checking the weekly discussion area each week for announcements and weekly on-line assignments. The instructor will post assignments on-line on Sundays or Mondays of each week.

COURSE ASSIGNMENTS:

1. Students are required to attend a 12-Step meeting prior to the first weekend of class and write a 3-page paper on this experience. Your responsibility is to search for a meeting in your community and attend this meeting. There are internet resources with schedules and places for meetings of all types such as AA, Over Eaters Anonymous, Gamblers Anonymous. There are other types of support groups that you might attend that are not 12-step oriented, but the group needs to be around addiction and recovery issues. The write up needs to include: your overall experience, emotional reaction, difficulties and obstacles and your perspective on these groups.
2. IN-CLASS CASE PRESENTATION (ADDITIONAL DETAILS WILL BE PROVIDED IN CLASS) THE PAPER FOR THIS PRESENTATION AND ORAL PRESENTATION IS DUE AND WILL TAKE PLACE DURING THE SECOND WEEKEND OF CAMPUS MEETING.
3. RESEARCH PAPER (10 PAGES) ON A PARTICULAR DRUG AND TREATMENT. (ADDITIONAL DETAILS WILL BE PROVIDED IN CLASS) DUE DURING THE LAST WEEK OF CLASS. **PAPER DUE 08/20/11 AT 5:00 PM NO EXCEPTIONS VIA E-MAIL**
4. IN-CLASS VIGNETTE (DETAILS WILL BE PROVIDED IN CLASS).

METHODS OF EVALUATION FOR DETERMINING GRADES: EVIDENCE OF LEARNING

A. Criteria for Attendance and Class Participation: A = 90+ Student attended all classes in a timely manner; student actively participated in discussions in > 80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings B= 80-89 Student actively participated in discussions in > 80% of class sessions;

most of the comments were thought provoking and incorporated material from the assigned readings. C= 70-79 Student participated in discussion >70% of class sessions and demonstrated a surface level understanding of course topics F = < 70 Student participated in < 70% of class sessions, comments and discussion did not demonstrate an understanding of course topics, or student did not participate in class discussions.

B. Criteria for Papers:

Student will present, research, type, and submit all papers in APA format. **Please run your topic by me for approval before you start.** A = 90+ Paper is in appropriate APA format, well thought out and provides excellent coverage B = 80-89 Paper is well thought yet coverage of topic is adequate C = 70-79 Insufficient number of references provided AND limited coverage. **F = <70 Paper is disorganized AND coverage is not adequate AND does not conform to APA format, evidence of plagiarism, or paper is not submitted.**

C. Criteria for Class Presentation Grade:

Students on the last weekend will present to the class on their selected topic related to substance abuse for 10 minutes. **DO NOT STAND IN FRONT OF THE CLASS AND READ FROM YOUR PAPER OR NOTES OR THIS WILL NOT BE CONSIDERED A PRESENTATION.**

A = 90+ Presentation is well organized and provides excellent coverage of the topic area and is informative with visual aids provided to instructor and classmates B = 80-89 Presentation provides adequate coverage of the topic area C = 70-79 Coverage of material is marginal; presentation is disorganized F = <70 Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48,889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu> In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the

conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.