

Argosy University SFBA
Ed.D. in Counseling Psychology Weekend Program
C7455 Addictions Counseling
Spring 2009

Professor: Lesleigh H. Franklin, Ph.D.

Office Hours: By appointment

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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.

Final Date to Drop the 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.

Spring Session I (7.5 week courses): February 14, 2010

Spring Session II (7.5 week courses): April 7, 2010

Spring Full Term (15 week courses): March 20, 2010

Required Reading

1. Uppers, Downers, and All Arounders, 6th ed.

Darryl S. Inaba, CNS Publications: 2007.

ISBN#: 0926544284

2. Staying Sober, A Guide for Relapse Prevention

Terence T. Gorski, Herald Publishing House: 1994.

ISBN# 083090459X

3. Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions. Connors, Gerald, Donovan, Dennis, DiClemente, Carlso, 2001

ISBN#: 1572306572

4. Motivational Interviewing: Preparing People for Change. William Miller, Stephen Rollnick, Guilford Press: 2002

Program Outcomes: Doctor of Education 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

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting 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, translate research findings, and conduct research for improvement of counseling psychology services using statistics and 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.**

Competency 2: Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.

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, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and

multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Course Objectives

The purpose of this course will be to explore in depth issues surrounding addiction etiology, diagnosis, and treatment. A Master's level understanding of basic substance abuse counseling is assumed prior to taking this course. Thus, the focus will be on the theories of addiction, physiology and psychology of addiction, treatment approaches, as well as, special 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.

Course Requirements

1. Read the required texts each week
2. Weekly On-line discussion on the weeks' topic. The discussion should reflect each student's critical analysis of the issues presented in the readings and/or issues, questions raised by the readings. Students may use other sources (journal articles, popular articles, films, case histories, etc.) relevant to the weekly topic for their presentation. Each student is required to log on a minimum of three times. One of those times, the student is required to provide a reference to texts during her/his discussion.
3. Active Participation in Class discussions
4. Attendance in all classes
5. Final: In class final exam on the last Sunday. Involves both multiple choice and essays.

Methods of Instruction

This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. This course begins online the week of January 7th and ends February 23rd.

Reading Instructions

Read the required texts weekly and base your weekly on-line presentation on the major topics of these readings. Time in class will be spent discussing the questions/issues in both small groups and with the class. As a doctoral level course, the format is mostly

didactic rather than lecture format. Your class participation must strongly reflect your knowledge of the texts and other voluntary reading and research on your part.

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade

A = 90+ 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 4 comments were thought provoking and incorporated material from the assigned readings

C = 70 – 79 Student participated in discussions in **>70%** of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = <70 Student participated in **<70%** of class sessions; comments/questions did not demonstrate an understanding of course topics, or **student did not participate** in class discussions.

Criteria for Class Presentation

Grade

A = 90+ Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids provided to the instructor and classmates

B = 80 – 89 Presentation is well organized and provides **adequate** coverage of the topic area

C = 70 – 79 Coverage of material is marginal; presentation is slightly disorganized

F = <70 Presentation is **disorganized** and does not provide adequate coverage of the topic area, or presentation was **not completed** by student.

Criteria for Paper

Grade

A = 90+ Paper is in appropriate APA format, well thought out and provides **excellent** coverage of material

B = 80 – 89 Paper is well thought out, but is missing one component of APA format OR coverage of material 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, or there is evidence of **plagiarism**, or paper not submitted

Grading

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

69 below F

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: Argosy University's core online collection features nearly 21,000 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>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

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, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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.