

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title: **Substance Abuse Counseling**

Course Number: **PC 6900**

Instructor: **William Pickens, MA**
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SYLLABUS IS SUBJECT TO CHANGE

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.

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 (indicated by bold type). Students may not withdraw from this course after the date 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 I (7.5 week courses): June 11, 2009
Summer Session II (7.5 week courses): August 3, 2009
Summer Full Term (15 week courses): July 14, 2009

Course Description:

The purpose of this course is to introduce the students at a graduate level to the field of chemical dependency and substance abuse, their assessment and treatment with an emphasis on counseling settings and practice. In depth issues surrounding addiction, etiology, diagnosis, and treatment will be explored. Our focus will be on the theories of addiction, physiology and psychology of addiction, 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, May 16th and May 17th and Saturday & Sunday, June 13th and June 14th, 2009, 9AM to 6PM). Also required are on-line contact/posting assignments at: <http://online.argosyu.edu> occurring a weekly basis during the entire term of the course. On-line instruction will begin as of May 9, 2009, the week prior to the first weekend class.

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 by various cultural groups and special populations.

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: 5/09/09

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 2-3-page narrative indicating his/her**

impressions and what this experience was like for you. Be prepared to discuss this in class on Sunday, May 18. Paper is due on May 18, 2009 at the beginning of class.

Week Two: 5/17/09

Reading: 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 5/17 and 5/18

Saturday: Introductions, Explanation of Syllabus, Class Expectations

Personal experiences, values about substance abuse

Defining Substance Abuse: Use vs. abuse

Models of Addiction

Overview of recovery and treatment

Developmental Issues including impact on childhood and adolescence, addiction

Socio-cultural foundations of addictions and domestic violence

Sunday:

Assignment of Clinical Interview and Assessment Paper

Assignment of Role Play w/ classmates in dyads, client and therapist

DSM criteria, theoretical orientation, assessment, diagnosis,
and treatment planning

A Developmental Model of Alcoholism and Recovery

Motivational Interviewing – Harm Reduction

12 step programs and recovery

Week Three:

Reading: Chapters 5 & 6 from Inaba
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: 6/09/09

Preparation for Second Weekend
Assignments to be determined

Second Weekend June 13 and June 14th

Saturday

Presentation of Clinical Interview Assessment (groups of two)
The Alcoholic Family
Treating the Alcoholic Couple
Alcoholism and The Family
Codependency
Guest Speaker in the AM
Student Presentations in the PM

Sunday

Treatment and Diversity: Key Issues
Treatment Planning
Student Presentations

Week Seven:

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.

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 Paper:

Student will research, type, and submit a 7 to 10 page APA format paper on Substance abuse or substance abuse counseling. **Please run your topic by me for approval before you start. The paper is DUE: Sunday, June, 14 at 0900 hours (9AM).**

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 20 minutes. **DO NOT STAND IN FRONT OF THE CLASS AND READ FROM YOUR PAPER OR NOTES. You may include video/audio tapes, role-plays, etc.**

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: 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, 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.