

# ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

## SYLLABUS

Summer 2010: May 10 – August 21, 2010

**Course Title:** Substance Abuse Counseling

**Course Number:** PC6900 -- Day Program: Mondays- 9:30am-12:30pm

**Instructor:**

Neil Ross      Email: nrossausfa@comcast.com  
Office Hours: Tues, Weds, Thurs – 11AM-1PM or by appointment  
Phone: (510) 848-5306  
(510) 217-4749

**Required Texts:**

Stevens, Patricia and Smith, Robert L. (2008) Substance Abuse Counseling: Theory and Practice (4<sup>th</sup> Ed. Paperback). Prentice Hall.

Inaba, Darryl S. and Cohen, William. (2007) *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs* (5<sup>th</sup> Ed. Paperback). CNS Publications. ISBN-13: 9780926544284

{Reading assignments will not always closely parallel lecture and class content. Reade introductory sections of both textbooks by the first class meeting}

**Course Description:**

The purpose of this course will be to introduce 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. Rarely do we see a mental health client who is not directly or indirectly affected by substance use and/or abuse. It is particularly the case in family and non-stranger violence, abuse, and neglect, the array of “self-medicating” behaviors of clients suffering from symptoms of anxiety, depression and/or so-called “major mental illness”. It is often an intervention or mandate by significant others, employers, or the court that is the catalyst that motivates the client to explore her/his personal and others’ substance abuse and addiction and their treatment options. Substance abuse and addiction walk hand in hand with many mental disorders.

**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.

Summer Session (15 week courses):

Deadline for 100% refund: 05/21/2010

Deadline for withdrawal “W”: 7/17/2010

**Program Outcomes:**

- Outcome # 1: Psychological Theory and Practice
  - Apply theoretical concepts and methodological approaches of psychology to the practice of forensic psychology.

- Outcome #2: Legal Theory and Application
  - Apply theories related to the interaction between the criminal and civil legal systems and psychology.
- Outcome # 3: Research and Evaluation
  - Critically evaluate the existing literature and body of knowledge in assessment, evaluation, and research methods in forensic psychology.
- Outcome # 4: Leadership, Consultation, and Ethics
  - Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in the practice of forensic psychology.
- Outcome # 5: Interpersonal Effectiveness
  - Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

### **Course Objectives**

- To describe and explain contemporary models and theories of abuse and addiction.
- To analyze and apply methods for assessment and diagnosis (DSM IV-TR).
- To explain and integrate a wide range of treatment approaches and counseling interventions in forensic settings.
- To analyze the neurobiology of drug and alcohol use and abuse.
- To analyze the differences in offenses, violence, age, gender, ability/disability, physical illness, and ethnicity.
- To explore and synthesize various approaches to working with couples, families, children and adolescents.
- To understand ways of incorporating forensic assessment information and counseling approaches into treatment plans, including methods of consultation and referral.
- To appreciate personal values, beliefs and experiences that may impact working with clients who have substance abuse issues.
- To explore legal and ethical issues including confidentiality, scope of practice, and professional roles as they apply to working with chemical dependency.

At the successful completion of this course students will have developed the skills to:

1. Integrate a variety of biological, pharmacological, psychological and sociocultural theories of the etiology of substance abuse and addiction.
2. Articulate and explain current theories and research about the genetic and neurophysiological antecedents and correlates of substance abuse.
3. Analyze the pharmacological and psychopharmacological properties of drugs common abused in the United States.
4. Apply appropriate identification and assessment techniques and instruments to forensic substance abuse treatment planning in institutions and the community.
5. Recommend and plan appropriate strategies, continuity of care, and relapse prevention for forensic substance abusing clients in the forensic arena.
6. Integrate concepts of cognitive-behavioral motivational interviewing, harm reduction, 12-Step programs, and other non-traditional approaches to substance abuse.
7. Analyze and integrate theories and approaches to understanding the relationships between substance abuse, offenders, victims, children and youth, the elderly, diverse populations and harmful or illegal conduct.

### **Methods of Instruction:**

This course will be delivered in a **weekday format**, including in class lecture and discussion, video, and role-plays, and ancillary readings. Your class will meet on a weekly basis beginning either

- Monday, May 10, 2010 from 9:30 AM to 12:30 PM.
- or Tuesday, May 11, 2010 from 9:30 AM to 12:30 PM
  
- The Summer Semester begins on May 10<sup>th</sup> and this course meets weekly beginning Monday May 10, 2010 and concludes on August 21, 2010.

One absence is allowed; more than one necessitates consultation with the instructor regarding additional assignments or withdrawal from the course. Classes will begin promptly.

We will discuss holidays at our first class meeting.

**Schedule:**

**Students will read both textbooks from cover to cover. Read the first seven topics below by Weekend #1; the remainder by Weekend #2. Read thoroughly but casually. The examinations will be take-home, essay exams for which you will have ten days to complete them and that should give you enough time to learn the material and prepare for the examinations rather than plodding through the textbooks and trying to remember everything.**

Topics: Introductions. Personal experiences and values about substance use and abuse. Classifications and actions of psychoactive drugs. Inaba, Ch. 1; Stevens, Ch. 1.
Topics: Theoretical models of use and abuse: biological theories, brain chemistry, issues of heredity and environment. Alcohol. Inaba, Ch.2; Stevens, Ch. 2.
Topics: Theoretical models of use and abuse; psychological theories. Other depressants. Inaba, Ch.3; Stevens, Ch. 3.
Topics: Topics: Theoretical models of use and abuse; sociocultural theories. Opiates. Inaba, Ch.4; Stevens, Ch. 4.
Topics: Diagnosis and assessment: Interviews, screening, instruments and testing, protocols. Ethical issues in forensic substance abuse counseling. Cannabinoids. Inaba, Ch. 5; Stevens, Ch 5.
Topics: Treatment issues; detoxification, medications. Stimulants. Inaba, Ch. 6, Stevens, Ch 6.
Topics: Forensic mental health and substance abuse: dual diagnosis, harm reduction. Inaba, Ch. 10, Stevens, Ch. 7
Topics: Treatment issues: The role of the counselor, criminal justice representative, individual counseling, case management, stages of change. Hallucinogens. Inaba, Ch. 7, Stevens Ch. 8,
Topics: Treatment issues: group counseling, peer counseling, 12-Step programs. Inhalants. Inaba, Ch. 8, Stevens Ch. 9.
Topics: Treatment issues: jail, prison, aftercare, residential treatment. Inaba, Ch.9; Stevens, Ch. 10.
Topics: Treatment issues: Family, couple, child and youth counseling. Stevens, Ch. 11.
Topics: Treatment issues: involuntary treatment, forensic substance abuse counseling, motivational interviewing. Stevens, Ch. 12.
Topics: Relapse prevention, formal sanctions and authority in treatment.
Topics: Community prevention, public policy and education. Diversion, probation, drug courts. Presentations.
Topics: The future of forensic and substance abuse counseling. Presentations.

**Student Performance Evaluation Criteria and Procedures:**

**Class Participation:** Students are expected to regularly and actively participate in class discussions, raise issues and questions with each other and the instructor, and offer ideas and answers posed by other students and instructor. Students will be expected to attend two 12-Step meetings related to recovery from substance abuse and addiction.

The instructor has two rules: (1) All class communications are carried out with respect and politeness; (2) There are no mistakes that can be made in class! We do not learn anything before we learn it! We did not walk without falling down a lot! We are human and not prescient and omniscient! So say, ask, respond, comment anytime you wish! **(30%)**

**Examinations:** There will be three take-home examinations – short-answer, essay questions which will be given to students Week #4, Week #9, and Week #14. **(45%)**

**Papers/Presentations:** During this course, students will be randomly assigned topics on which to complete a literature review and term paper in the field of *Forensic Substance Abuse Counseling*, and to present and these papers during Weeks 12-15 (the week randomly assigned). **(25%)**

**Criteria for Class Participation**

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not participate</b> in class discussions.

**Criteria for Class Presentation**

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

**Criteria for Paper**

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , 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

## 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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://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.

## ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

**Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.**

## **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.