

**Argosy University**  
**COURSE SYLLABUS**

*PC6900*

*Substance Abuse Counseling*

*Summer II: 6/28/07 – 8/18/07*

*Onsite weekends: 7/14-15/07; 8/11-12/07*

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**Faculty Information**

**Faculty Name:** Gary Hoeber

**Campus:** Argosy University San Francisco Bay Area

**Contact Information and Office Hours:**

Gary Hoeber, MFT

1600 Shattuck Avenue, Suite 200

Berkeley, CA 94709

510 290-4279

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Feel free to contact the instructor by phone or email at any time.

Weekend of class: Before class, during lunch break, after class, or by appointment.

**Faculty Bio for Gary Hoeber:**

I draw on thirty years of clinical experience, in a variety of settings, and nineteen years of experience teaching graduate-level classes in counseling psychology. Since 1982, I have maintained a thriving private practice, with offices in Berkeley and San Rafael, working with couples, families, individuals, and groups. Over the years, I have directed three successful community mental health programs

**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.

**Required Textbooks:**

Stevens, P. and Smith, R. L. (2004). Substance Abuse Counseling: Theory and Practice. (3rd Edition), New Jersey: Pearson-Merrill Prentice Hall.

**Technology:** Internet Access; Microsoft WORD; Adobe Acrobat (full version)

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Course Objectives --** As a result of this course, students will be able to:

1. Describe contemporary models and theories of abuse and addiction.
2. Apply methods for assessment and diagnosis using DSM IV-TR.

3. Incorporate assessment information and counseling approaches into treatment plans, including methods of consultation and referral. .
4. Utilize a wide range of treatment approaches and counseling interventions.
5. Demonstrate a basic understanding of the neurobiology of drug and alcohol use and abuse.
6. Articulate the issues specific to the treatment of special populations, including differences in age, gender, ability/disability, physical illness, and ethnicity.
7. Explore issues of substance abuse when working with couples, families, children and adolescents.
8. Maintain awareness of personal values, beliefs and experiences that may impact working with clients who have substance abuse issues.
9. Intelligently discuss the legal and ethical issues including confidentiality, scope of practice, and professional roles as they apply to working with chemical dependency.
10. Integrate a variety of biological, pharmacological, psychological and sociocultural theories of the etiology of substance abuse and addiction.
11. Articulate and explain current theories and research about the genetic and neurophysiological antecedents and correlates of substance abuse.
12. Analyze the pharmacological and psychopharmacological properties of drugs commonly abused in the United States.
13. Apply appropriate identification and assessment techniques and instruments to substance abuse treatment planning
14. Recommend and plan appropriate strategies, continuity of care, and relapse prevention for forensic substance abusing clients.
15. Integrate concepts of cognitive-behavioral motivational interviewing, harm reduction, 12-Step programs, and non-traditional approaches to substance abuse.

**Assignments:** Read text according to the following schedule and post your thoughts about the reading to the discussion board by the date listed:

Week 1 (6/28 – 7/7): Chapter 1 and 2, post by 7/7

Week 2 (7/8 – 7/14): Chapters 3 and 4, post by 7/14

Week 3 (7/15 – 7/21): Chapters 5 and 6, post by 7/21

Week 4 (7/22- 7/28): Chapters 7 and 8, post by 7/28

Week 5 (7/29 – 8/4): Chapters 9 and 10, post by 8/4

Week 6 (8/5 – 8/11): Chapters 11 and 12, post by 8/11

Week 7 (8/12 – 8/18) Final Exam, post by 8/18

### **Grading Criteria**

Class attendance and online participation are mandatory. Onsite, online, and email assignments are to be submitted by due dates by **12:00 midnight** for full credit.

Grades are determined by:

- 1) In class participation: 30%
- 2) On line participation: 20%

- 3) Self-Reflection paper: A 3 – 5 page paper describing what, for you, will be the strengths you bring to substance abuse counseling and the challenges you will face. (20%)
- 4) Reading final examination (multiple-choice; approximately 50 questions): 30%

**Criteria for Evaluating Class Participation (30 points) and on-line participation (20%)**

Your participation in this class and on-line is essential for your own learning as well as the learning of your classmates.

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Acceptable Category (C)</b>	<b>Failed Category (F)</b>
Present for class and participating in discussion	Present and attentive for entire class, each session.	Mostly present, attentive, some lateness and/or inattentiveness	Misses time in class and/or late and/or speaks rarely and/or is inattentive	Misses an entire day of class, is often late or does not participate in discussion
Demonstrates understanding of the assigned reading	Speaks about each reading assignment to demonstrate clear understanding of assigned reading	Speaks about most reading assignments to demonstrate some understanding of assigned readings	Speaks about some reading assignments and demonstrates minimal understanding	Does not demonstrate that assignments have been read and/or understood
Meets Course Objectives (1 – 15) listed above)	Shows evidence of meeting all 15 Educational Objectives	Shows evidence of meeting ten Course Objectives	Shows evidence of meeting at least five Course Objectives	Does not show evidence of meeting five Course Objectives
Respectful of and open to opinions of others.	Clearly learns from others in discussion. Balances speaking and listening	Respects opinions and views offered by others	Tolerates the opinions and views of others	Refuses to consider other points of view and/or personally attacks others

**Criteria for Paper**

A = 90+ well thought out and provides excellent coverage of material

B = 80 – 89 Paper is well thought out, but is missing one component of assignment OR coverage of material is adequate

C = 70 – 79 Insufficient and/or limited coverage and/or is poorly written

F = <70 Paper is disorganized AND coverage is not adequate, or there is evidence of plagiarism, or paper not submitted

Grading Scale:

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

**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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.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, 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.

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](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.

### **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.