



ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title Introduction to Substance Abuse Counseling

Course Number PC 6900 BLB Weekends: May 19th & 20th/June 16th & 17th, 2007

Course Instructor Dr. Larry Lachman, (831) 643-2635, drlarryprof1@comcast.net

Required Texts Inaba, Darryl S., Pharm.D. & Cohen, William E. (2004). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs*. CNS Publications, Inc., Ashland, Oregon ISBN 0926544276

Course Description

An overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of alcoholism and other chemical dependencies (including the Trans Theoretical Model of Change/Motivational Interviewing, The Matrix Model and Cognitive-Behavioral Interventions) as well as models of addiction, assessment techniques, counseling interventions and referral procedures for clients and their families. The course format consists of two full weekends (**Saturday & Sunday, May 19th & 20th, 2007 and June 16th & June 17th, 2007, 9am-6pm**) and weekly on-line contact/posting assignments at: <http://online.argosyu.edu> between the two weekends **and** prior to the end of the semester.

Course Objectives

1. Identifying the impact of substance-related disorders on the individual, marriage, family, and society.
2. Defining substance abuse, intoxication, withdrawal and dependence.
3. Identification of the current theories of etiology related to substance abuse
4. Overview of psychophysiology, psychopharmacology, neuropsychology and the medical aspects of the substance-related disorders.
5. Substance related assessment, diagnosis, treatment strategies and planning.
6. Substances of abuse
 - a. Alcohol
 - b. Inhalants
 - c. Amphetamines
 - d. Nicotine
 - e. Caffeine
 - f. Opioids
 - g. Cannabis
 - h. Phencyclidine

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- i. Cocaine
 - j. Sedative, hypnotics, anxiolytics
 - k. Hallucinogens
 - l. Other unknown substances
7. Major treatment modalities and approaches used in the assessment and treatment of substance-related disorders.
 8. Treatment planning, maintaining change, relapse prevention, self-help groups, and referral protocols.
 9. Substance-related disorders and the impact on marriages and families.
 10. At-risk populations:
 - a. Substance-related disorders in children and adolescents.
 - b. Adults and the elderly
 - c. Dual-diagnosis
 - d. Women
 - e. Ethnic minorities
 11. Professional, ethical, and legal aspects related to substance-related disorders treatment.
 12. Education and prevention program and modalities.

Methods of Instruction Blended format of two full weekends in-class consisting of lecture, group discussion, small group exercise, video and DVD presentations, quizzes, APA paper, role-plays and clinical vignettes as well as weekly on-line postings between and after the weekends.

Content Areas Drug use/prevention, mental health and drugs, psychoactive drug classifications, models of addiction, heredity/environmental factors, alcohol, opiates, sedative-hypnotics, psychostimulants, designer/club drugs and chemical dependency treatment.

***INSTRUCTOR'S WEEKEND CLASS ASSIGNMENT SCHEDULE:**

Readings Due PRIOR TO Weekend One—May 19th & 20th, 2007:

Inaba Book: (5 chapters): **Chapter 8**-Drug Use, Prevention: From Cradle to Grave, begins on page 319; **Chapter 10**-Mental Health and Drugs, begins on page 443; **Chapter 1**-Psychoactive Drugs: History and Classification, begins on page 1; **Chapter 2**-Heredity, Environment and Psychoactive drugs, begins on page 41; and **Chapter 5**-Downer: Alcohol, which begins on page 177.

Readings Due PRIOR TO Weekend Two—June 16th & 17th, 2007:

Inaba Book: (4 chapters): **Chapter 4**-Downers: Opiates/Opioids & Sedative-Hypnotics, begins on page 137; **Chapter 3**-Uppers, begins on page 81; **Chapter 6**-All Arounders, begins on page 225; and **Chapter 9**-Treatment, which begins on page 377.

***INSTRUCTOR'S WEEKLY ON-LINE POSTING SCHEDULE:**

Week 1 (5/21/07)- Two Hour On-Line Article Review and Four Paragraph Response
Week 2 (5/28/07)- Two Hour On-Line Article Review and Four Paragraph Response

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Week 3 (6/4/07) - One and a Half Hour On-Line Article Review and Three Paragraph Response
 Week 4 (6/11/07) –One and a Half Hour On-Line Article Review and Three Paragraph Response
 Week 5 (6/18/07)- One Hour Article/Posting Review and Two Paragraph Response
 Week 6 (6/25/07)- One Hour Article/Posting Review and Two Paragraph Response

*METHODS OF EVALUATION FOR DETERMINING GRADES: EVIDENCE OF LEARNING:

1. Short essay response on appropriate category of psychotropic medication, risks/benefits, and basic pharmacokinetic properties, based upon **two clinical vignette cases**.
2. Complete **two** 30 question multiple-choice quiz on substance abuse counseling.
3. Role-play with classmates in dyads, client and therapist, with the client choosing ahead of time, a cultural syndrome, condition or DSM diagnostic category with sufficient distress, dysfunction and potential danger to self and others, related to substance abuse counseling.
4. Research, type and present a 10 page **APA format paper** on substance abuse or substance abuse counseling.
5. Consistent/On-time Attendance: INSTRUCTOR'S ATTENDANCE POLICY: Students must attend both days and both weekends and be on time to receive full credit. Being more than 15 minutes late at the beginning of session or after lunch break will result in a final grade no higher than a B.
6. Contributing to Positive/Supportive Class Discussions During Designated Question & Answer Breaks

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 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 handouts provided to the instructor and

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	classmates
B = 80 – 89	Presentation is well organized and provides good 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 only 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

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.

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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), 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 who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

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.

SELECTED BIBLIOGRAPHY

Ackerman, R.J. (1983). *Children of alcoholics: a guide for parents, educators, and therapists*. NY: Simon & Schuster, 2nd ed.

Al-Anon's twelve steps and twelve traditions (1981) NY: Al-Anon Family Group Headquarters, Inc.

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- Alcoholics Anonymous: The story of how many thousands of men and woman have Recovered.* (1976). NY: Alcoholics Anonymous World Services, Inc. (Originally published 1939).
- Beattie, M. (1987). *Codependent no more: How to stop controlling others and start caring for yourself.* San Francisco, CA: Harper/Hazelden.
- Black, C. (1981). *It will never happen to me'. Children of alcoholics--as youngsters—adolescents—adults.* Denver, CO: M.A.C..
- Brannock, M.J., Schandler, S.L., & McArthur, D.L. (1989). Cross-cultural and cognitive factors examined in adolescent drinkers. *Journal of Drug Issues.*
- Brown, S. (1988). *Treating adult children of alcoholics.* NY: Wiley & Sons.
- Brown, S. (1985). *Treating the alcoholic.* NY: Wiley & Sons.
- Drews, T.R. (1980). *Getting them sober.* (Vol. 1). South Plainfield, NJ: Bridge Publishing.
- Drews, T.R. (1983). *Getting them sober: Action guide.* (Vol. 1). South Plainfield, NJ: Bridge Publishing.
- Drews, T.R. (1983). *Getting them sober.* (Vol. 2). South Plainfield, NJ: Bridge Publishing.
- Gravitz, H.L., & Bowden, J.K. (1985). *Guide to recover: A book for adults children of alcoholics.* Holmes Beach, FL: Learning Publications.
- Larsen, E. (1985). *State II recovery: Life beyond addiction.* San Francisco, CA: Harper & Row.
- Maxwell, R. (1976). *The booze battle: A common sense approach that works.* NY: Praeger.
- Milam, J.R., & Ketcham, K. (1981). *Under the influence: A guide to the myths and realities of alcoholism.* NY: Bantam Books.
- Phillips, J.L., & Wynne, R.D. (1980). *Cocaine: The mystique and the reality.* NY: Avon Books.
- Rachel, V.(1985). *A woman like you: Life stories of women recovering from alcoholism and addiction.* San Francisco, CA: Harper & Row.
- Twelve steps and twelve traditions.* (1991). NY: Alcoholics Anonymous World Services, Inc.
- Vaughan, C.(1982). *Addictive drinking: The road to recovery for problem drinkers and those who love them.* NY: Penguin Books.
- Wholey, D. (1984). *The courage to change.* Boston, MA: Houghton Mifflin.
- Woititz, J.G.(1983). *Adult children of alcoholics.* Health Communications, Inc.
- Woititz, J.G.(1979). *Marriage on the rocks: How to live with an alcoholic.* NY: Delacorte.
- Woititz, J.G.(1985). *Struggle for intimacy.* Pompano Beach, FL: Health Communications.

Essential Journals

Advances in Alcohol & Substance Abuse
 American Journal on Drug and Alcohol Abuse
 Focus on Family and Chemical Dependency
 International Journal of the Addictions; Journal of Studies on Alcohol

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