ARGOSY UNIVERSITY SAN FRANCSICO BAY AREA
COURSE SYLLABUS

Course Title: Substance Abuse Counseling

Course Number: PC6900

Instructor: Neil Ross

Required Texts:

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

2. Inaba, Darryl S., Cohen William E. (2004). *Uppers, Downers, All Arounders.* Ashland, Oregon. CNS Publications.

{Reading assignments will not always closely parallel lecture and class content]

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.

Course Objectives

• To understand contemporary models and theories of abuse and addiction.
• To know and be able to apply methods for assessment and diagnosis (DSM IV-TR).
• To explore a wide range of treatment approaches and counseling interventions.
• To gain an understanding of the neurobiology of drug and alcohol use and abuse.
• To examine issues specific to the treatment of special populations, including differences in age, gender, ability/disability, physical illness, and ethnicity.
• To explore approaches to working with couples, families, children and adolescents.
• To understand ways of incorporating 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 substance abuse treatment planning
5. Recommend and plan appropriate strategies, continuity of care, and relapse prevention for forensic substance abusing clients.
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, 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 lectures and discussions, media presentations, and experiential exercises, combined with regular reading, term paper and homework assignments. Students are required to attend classes for three hours each week for fifteen weeks during the Summer Semester, 2007 on Mondays or Tuesdays from 9:30AM to 12:30PM. The course begins on May 7, 2006 and concludes on August 18, 2007.

[At the first class meeting we will decide how to compensate for the any classes preempted by the school holidays.]

Schedule:

Week #1	Topics: Introductions. Personal experiences and values about substance use and abuse. Classifications and actions of psychoactive drugs. Inaba, Ch. 1; Stevens, Ch. 1.
Week #2	Topics: Theoretical models of use and abuse: biological theories, brain chemistry, issues of heredity and environment. Alcohol. Inaba, Ch.2; Stevens, Ch. 2.
Week #3	Topics: Theoretical models of use and abuse; psychological theories. Other depressants. Inaba, Ch.3; Stevens, Ch. 3.
Week #4	Topics: Topics: Theoretical models of use and abuse; sociocultural theories. Opiates. Inaba, Ch.4; Stevens, Ch. 4.
Week #5	Topics: Diagnosis and assessment: Interviews, screening, instruments and testing, protocols. Cannabinoids. Inaba, Ch. 5; Stevens, Ch 5.
Week #6	Topics: Treatment issues; detoxification, medications. Stimulants. Inaba, Ch. 6, Stevens, Ch 6.
Week #7	Topics: Mental health and substance abuse: dual diagnosis, harm reduction. Inaba, Ch. 10, Stevens, Ch. 7
Week #8	Topics: Treatment issues: The role of the counselor, individual counseling, case management, stages of change. Hallucinogens. Inaba, Ch. 7, Stevens Ch. 8,
Week #9	Topics: Treatment issues: group counseling, peer counseling, 12-Step programs. Inhalants. Inaba, Ch. 8, Stevens Ch. 9.
Week #10	Topics: Treatment issues: aftercare, residential treatment. Inaba, Ch.9; Stevens, Ch. 10.

Week #11	Topics: Treatment issues: Family, couple, child and youth counseling. Stevens, Ch. 11.
Week #12	Topics: Treatment issues: involuntary treatment, forensic substance abuse counseling, motivational interviewing. Presentations. Stevens, Ch. 12.
Week #13	Topics: Relapse prevention. Presentations.
Week #14	Topics: Community prevention, public policy and education. Presentations.
Week #15	Topics: The future of 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, and comment anytime you wish! **(25%)**

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 Substance *Abuse Counseling*, and to present and these papers during Weeks 12-15 (the week randomly assigned). **(30%)**

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 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.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, 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.