

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title Substance Abuse Counseling

Course Number PC 6900 BLB

Instructor Debra White, Ph.D. Office phone: 707-823-2510
Email address: debrajoanwhite@comcast.net

Required Textbooks

Inaba, D. & Cohen W. (2004). *Uppers, downers, all arounders*. (5th ed.) ISBN 0-92654427-6

Fisher, G. & Harrison, T. (2005). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*. (3rd ed.) MA: Allyn and Bacon. ISBN 0-205-40336-0 (pbk.)

Course Description Master's level clinicians working in community, school and private practice settings will encounter clients of all ages whose presenting issues are impacted by substance abuse and addiction. It is important for graduate students to understand current models of addiction, assessment techniques, counseling interventions, and referral processes that are effective for working with these clients and their families. This course will provide an introduction to the field of chemical dependency and substance abuse counseling.

Content Areas will include the following:

1. Etiology of substance abuse and theoretical models of addiction
2. Classification and characteristics of drugs
3. Methods of screening, diagnosis and assessment for substance use, abuse and addiction
4. Treatment principles and modalities for working with individuals
5. Group counseling theories and interventions
6. Family counseling and systems approaches
7. Cultural issues
8. Working with special populations, including children and adolescents, pregnant women, older adults, and groups differing in ethnicity and social-economic status.
9. Relapse and prevention issues; community treatment approaches
10. Neurobiological and psychopharmacological effects of abuse

Course Objectives

- To understand contemporary models and theories of abuse and addiction.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

- 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.

Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and discussion, video, presentations, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. This course begins online the week of May 8, 2006, meets on the weekends of May 20-21 and June 17-18, and concludes on June 28, 2006.

Weekly Schedule – The online portion of this course requires a minimum of one hour online time each week. Details about weekly online assignments, including additional readings and discussion questions, will be posted in the online classroom. Students are responsible for checking the weekly discussion area by Sunday of each week for announcements and assignments. Online assignments have specific due dates for posting; therefore, students should save their work frequently and identify alternative methods for posting on time in case of computer problems or power failures.

Week 1 – Introductions. Personal experiences, beliefs and values about issues of substance use and abuse. Classifications and actions of psychoactive drugs. Inaba, Ch. 1; Fisher, Ch. 1 – 2.

Week 2 – Theoretical models of use and abuse; working with clients from different cultural groups; brain chemistry, issues of heredity and environment. Inaba, Ch.2; Fisher, Ch. 3 – 4.

Week 3 – Approaches to screening, diagnosis and treatment; client interventions; opiates, sedative-hypnotics and alcohol. Inaba, Ch. 4 – 5; Fisher, Ch. 5 – 6.

Week 4 – Treatment issues; dual diagnosis; relapse prevention and recovery. Inaba, Ch 9 – 10; Fisher, Ch 7 – 8.

Week 5 – Group and systems approaches, working with families; “uppers”. Inaba, Ch. 3; Fisher, Ch. 9 – 10.

Week 6 – Working with children; issues with HIV-positive clients, pregnant women, older adults and other populations; “all-arounders.” Inaba, Ch. 6; Fisher, Ch. 11 – 12.

Week 7 – Other addictions; prevention issues and policies. Inaba, Ch. 7-8; Fisher, Ch. 13-14.

Week of June 25 – 28 -- Legal and ethical issues; summary and final online

Argosy University/SFBA

postings due.

Weekend Topics

Weekend One: Saturday, May 20

Drug classification and general effects
Neurobiology and psychopharmacology
Models of addiction
Working with special groups: issues of culture, race, gender, age, etc.

Weekend One: Sunday, May 21

Assessment and screening instruments
Dual diagnosis
Counseling skills and interventions
Formulating treatment plans; referral and consultation
Therapeutic issues

Weekend Two: Saturday, June 17

Working with groups, couples and families
12 step and community treatment settings
Student presentations
Exam

Weekend Two: Sunday, June 18

Relapse and prevention
Non-traditional approaches
Current issues and research
Other forms of addiction
Student presentations

Student Performance Evaluation Criteria and Procedures

Attendance and Participation: 100 points total

Students will have two forms of participation: weekly, in the online classroom, and in the two weekend face-to-face classes. Participation will be graded as follows:

1. Weekend Classes: 10 points per weekend x 2 weekends = 20 points

Students will receive up to 10 points each weekend for active participation during class discussion, role-plays, and other group exercises. It is expected that you will arrive on time and be present the entire day. **Please read the Attendance Policy at the end of this syllabus.**

Criteria for Weekend Class Participation (10 points each weekend)

Grade	
A = 9 - 10	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 8	Student participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 7	Student participated in discussions in >70% of class sessions; comments/questions demonstrated a surface level understanding of topics.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

F = 6 or less	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.
---------------	---

2. Online Classroom: 10 points a week X 8 weeks = 80 points

Students must participate actively in online assignments and discussions. You are expected to check in the classroom by Sunday of each week for announcements and assignments. Expect to spend at least one hour online each week. You should plan to “check in” to the classroom a minimum of two times during the week to read and respond to other students’ work.

You are required to make two substantial online postings each week. The first post (called your “Discussion Post”) is worth up to 6 points and is due by Wednesday, midnight Pacific Time. This post will address the week’s assignment. The second post (called your “Response Post”) is worth up to 4 points and is due by Saturday, midnight Pacific Time. This post will provide a comprehensive response to the discussion post of another student, and will contribute to the overall discussion for the week by raising questions or providing new perspectives.

NOTE: Two exceptions to the posting deadlines occur during week two and week six, before our weekend classes, when you must post by Friday evening at 6:00 p.m. Pacific Time, so all students are able to read your entries before Saturday’s class. In addition, the final week of class ends on Wednesday, June 28 – your two postings for the week must be completed by midnight of that date. These deadlines, and a full discussion of the posting requirements, are detailed in the online classroom.

Good online discussions depend on timeliness and frequency of postings. You are encouraged to post earlier than the due date, and to respond more frequently than the minimum number of times. To encourage this, you can earn a point of extra credit each week for making additional postings of substance. Please see the participation rubrics, below, for grading criteria.

Criteria for online participation (6 pts discussion post + 4 pts. response post = 10 pts./week)

Discussion Post – Due on Wednesdays. One point will be deducted for each day late. Posts made after midnight Saturday (6:00 p.m. Friday of weeks 2 and 6) will not be counted.

6 points	5 points	4 points	0 points
All components of the assignment or discussion were fully addressed; post demonstrated critical thinking and depth of thought, with good use of clear and relevant examples; post integrated references from the text or current, peer-reviewed journals and followed APA form; no errors in spelling, grammar, punctuation.	Most components of the assignment or discussion were addressed, although lacking in substance or detail; post demonstrated some evidence of critical thinking with a few good examples; references from the text or journal articles were presented, but not integrated clearly into the discussion; a few errors in form, spelling, grammar or punctuation.	Several components of the assignment or discussion were missing, or the post was too general or superficial in scope; few or no examples; little critical thought; information from the text or journal articles was not included or was not clearly related to the topic; several errors in form, spelling, grammar, punctuation.	Student did not post on time, or the post was far below standards in several areas.

Argosy University/SFBA

Response Post – Due on Saturdays. Posts made after midnight Saturday (6:00 p.m. Friday of weeks 2 and 6) will not be counted.

4 points	3 points	2 points	0 points
The post demonstrated that the student fully read a colleague’s main posting and gave serious thought to the points this student made; the response significantly contributed to the scope and quality of discussion, including material such as personal experiences, relevant questions, original ideas, or additional references. Post was respectful in tone, clearly written, and free of errors.	The post demonstrated that the student read a colleague’s main posting and considered the points the student made; the response made some contribution to the scope and quality of discussion, but did not add much detail of personal experience or original ideas; questions raised were general in nature. Post was respectful in tone, but sometimes unclear or not well organized; some errors.	The post demonstrated that the student read a colleague’s posting, but did not think about all of it carefully; little contribution was made to the scope and quality of discussion; very few personal experiences, questions or ideas were included. Post was respectful in tone, but was not clearly written or well organized, or contained many errors.	The post was not responsive to a colleague’s posting and was superficial and overly general in scope; or was not respectful in tone; or the student did not make a response posting.

Quiz – 25 points

There will be one in-class quiz during the second weekend meeting. The quiz will cover materials presented during the first weekend, as well as readings and online assignments through week six. This will be a short, multiple-choice, open-book test. Twenty five questions at one point each.

Short Paper – 50 points Due in class on June 17

Students will write a 5 – 6 page paper on one of the following two topics:

Choice A: Pick a specific population that you are interested in working with, and explore the use of a specific substance (upper, downer, alcohol, hallucinogen) within that population. Include a thorough description of the effects of the substance on the biology/physiology of the person, as well as social, psychological, and mental impacts. What theories or models of addiction/abuse would you use to describe this population and their substance use? What are some recommended interventions (individual, systems, and community) for working with this population/drug combination? What are your own reactions, beliefs, and values in terms of this topic? Minimum of five references; all references should be from peer-reviewed journals written in the last 5 years, and must conform to APA style. (You may include textbooks and websites as additional resources for the clinician or client, but not as part of your five references.) The paper should be free of errors in form, punctuation, grammar, and spelling. Plan

Argosy University/SFBA

ahead so you can complete your paper in advance of the due date; late papers will not be accepted.

Choice B: Interview the following persons: 1. A person who is currently in recovery from drug or alcohol abuse (please guard the confidentiality of this person by not using his/her name or identifying features, and be sensitive in your choice of person to interview – we will talk more about this during our first class meeting); 2. A person who is the director or administrator of a drug/alcohol treatment program (community agency, rehabilitation center, inpatient setting, etc.); and 3. A licensed therapist whose practice involves working with individuals, couples and/or families with substance abuse problems. Your interviews should be comprehensive; they should be conducted in person, and take a minimum of 30 minutes each. Include in your interview questions that address models of addiction, impacts of use and abuse, treatment approaches, issues of “success” and “failure,” relapse and prevention, social and community problems, and ethical-legal issues. In other words, your paper should present the material gathered in the three interviews, and describe its relationship to the topics we have been studying during the semester. Use appropriate APA format (a minimum of five references; these may be from our course textbooks, although you are encouraged to include outside readings, as relevant. Websites and popular magazines do not count as appropriate references). The paper should be free of errors in form, punctuation, grammar, and spelling. Plan ahead so you can complete your paper in advance of the due date; late papers will not be accepted.

Criteria for Paper

Grade	
A = 45 - 50	Paper is in appropriate APA format, clearly organized and free of errors. Discussion is well thought out and provides excellent coverage of material, including sufficient number of appropriate references.
B = 40 - 44	Paper is well thought out but contains some errors in writing and/or is missing one component of APA format <u>OR</u> coverage of material is only adequate in scope and organization.
C = 35 - 39	Insufficient number of appropriate references provided AND limited coverage, poor organization, and several errors in writing.
F = <35	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper was not submitted.

Class Presentation – 25 points

During the second weekend (dates to be assigned), students will present a summary of the information they gathered for their term papers. This will be a brief and informal presentation, however you will be expected to have prepared your thoughts in advance. This is an opportunity to practice speaking about substance abuse to a group of peers, and to offer current perspectives about some of the clinical issues they may encounter with their own clients. You should plan on

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

taking approximately 10 – 15 minutes to discuss the main points of your topic. Please bring one copy of your reference list for each person in the class. You may also present visual aids and other handouts (not Powerpoint) to supplement your presentation.

Criteria for Class Presentation

Grade	
A = 22 - 25	Presentation is very well organized and provides excellent coverage of the topic area; informative visual aids/comprehensive reference list provided to the instructor and classmates.
B = 18 - 21	Presentation is well organized and provides adequate coverage of the topic area.
C = 15 - 17	Coverage of material is marginal; presentation is slightly disorganized.
F = <15	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Attendance Policy

Please plan your travel arrangements so you can arrive at Argosy University in time to park and get settled in prior to class beginning at 9:00 a.m. It is expected that you will be on time, and will be present for the entire day of class, through 6:00 p.m.

Excessive lateness and/or absences will impact your grade. If you miss more than one hour of class time during a weekend, you will lose points for attendance. If you miss more than two hours of class time during a weekend, your ability to learn the material will be significantly impacted, and your grade will be lowered by one-half step; missing over four hours in one weekend will result in your grade being lowered by one step.

If you miss more than six total hours of class time (over both weekends), you will not receive credit for this course. If you believe it will be difficult for you to attend both weekends fully, you should plan to take this course at another time.

Final Grading will include all points as listed above. Total possible is 200 points (208 points including extra credit) . Grades will be determined by the following percentages:

186 - 208	A
180 - 185	A-
174 – 179	B+
166 – 173	B
160 – 165	B-
154 – 159	C+
146 – 153	C

Argosy University/SFBA

140 – 145
Below 140

C-
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.

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 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

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline includes details regarding assignments and method of instruction.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299