

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title Substance Abuse Counseling

Course Number PC 6900

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Required Textbooks

Inaba, D. & Cohen, W. *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs, Fifth Edition, 2004.* CNS Publications, Inc., Ashland, Oregon
ISBN 0-92654427-6.

Fisher, G. and Harrison, T. *Substance Abuse: Information for School Counselors, Social Workers, Therapists and Counselors, Third Edition, 2005.* MA: Allyn and Bacon. ISBN 0-205-40336-0.

Course Description

An overview of 1) the effects of substance abuse/chemical dependency on the individual body, mind, person and family and 2) the many alternative methods of prevention and treatment for same.

The course format consists of two full weekends (**Saturday & Sunday, July 14th & 15th, 2007 and August 11 & 12, 2007, 9am-6pm**) and weekly on-line contact/posting/discussions/assignments at: www.myeclassonline.com from **July 2 to August 16, 2007.**

Content Areas

- 1) Classification, characteristics and impact of drugs on the individual.
- 2) Etiology of substance abuse and theoretical models of addiction.
- 3) Types of Treatment Programs for Substance Abuse Problems.
- 4) Methods of screening, diagnosis and assessment for substance use, abuse and addiction.
- 5) Treatment principles and modalities for working with individuals.
- 6) Group counseling theories and interventions.
- 7) Couples and family counseling.
- 8) Cultural Issues/Working with special populations including men, women, adolescents, Native Americans, disabled, abused and incarcerated.
- 9) Community Psychology: Primary, secondary and tertiary prevention of substance abuse.
- 10) Relapse prevention.
- 11) Integration of 12 Step Groups/Self Help Groups into substance abuse counseling.

Course Objectives

1. Familiarization with the various classes of drugs/substances and their effects on the individual:
 - a. Stimulants: Amphetamines, Cocaine, Caffeine and Nicotine
 - b. Depressants: Alcohol, Opioids, Sedative-Hypnotics
 - c. Psychedelics: LSD, Cannabis, Peyote, MDMA
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, conceptualization, diagnosis, and treatment planning.
6. Major treatment modalities and approaches used in the assessment and treatment of substance related disorders.
7. Treatment planning, maintaining change, relapse prevention, self-help groups, and referral procedures.
8. Substance-related disorders and the impact on marriages and families.
9. Education and prevention programs and modalities.
10. Other addictions including compulsive eating.

Methods of Instruction

Blended format of two full weekends in-class consisting of video and DVD presentations, lecture, group discussion, small group exercise, student presentations, and/or role-plays, as well as weekly on-line discussions and one midterm take home exam. Students will be encouraged to attend one or more 12 Step Meetings and watch one or more episodes of the TV show Intervention and report on their experiences in class or on line. Students will also be encouraged to cut down on a behavior of their choice for one week during the duration of the course. The latter exercise is called “Quit Challenge” and will be given for extra credit.

Weekend Topics

Saturday, July 14

Drug classification and general effects
Impact of drugs of abuse on the brain and nervous system as well as the individual
Models of addiction
Overview of recovery and treatment program types

Saturday, August 11

Working with groups, couples and families
Student presentations
12 Step programs and Rational Recovery

Sunday, July 15

Conceptualization of a substance abuser via timeline/Dual diagnosis
Individual counseling: formulating treatment plans, interventions and referrals

Sunday, August 12

Student presentations
Working with special groups: issues of culture, race, gender, age, etc.
Other forms of addiction

Weekend topics may be reordered and altered to accommodate topics selected by students for presentations, class questions, etc.

Weekly Schedule

The online portion of this course requires a minimum of one hour online time per week. Details about weekly online assignments, including discussion questions will be posted in the online classroom. Students are responsible for checking the weekly discussion area each week for announcements and assignments. Assignments for the week will be posted on line by the instructor on Sundays or Mondays of each week. Online assignments have specific due dates for posting; therefore students need to save their work frequently and identify alternative methods for posting on time in case of computer problems or failures.

READING ASSIGNMENTS AND WEEKLY ON-LINE POSTING SCHEDULE:

Week 1 (7/2/07) – Announcements/Introductions/Personal experiences, beliefs and values about issues of substance use and abuse. History of, classifications and actions of psychoactive drugs. Inaba, Ch. 1 Fisher Ch 1-2.

Week 2 (7/9/07) Brain chemistry, issues of heredity and environment, theoretical models of use, abuse, and addiction; Inaba Ch. 2; Fisher Ch 3&5. Discussion of TV show Intervention (optional) Final paper topic proposal.

Week 3 (7/16/07) Weekend roundup, Major drugs of Abuse: Alcohol, Methamphetamine, Cocaine, Heroin/Opiates and Marijuana, Inaba Ch 3-6; **Take home exam assigned.**

Week 4 (7/23/07) Treatment ; dual diagnosis, relapse prevention and recovery. Inaba Ch. 9-10; Fisher Ch. 6-8. **Exam due 7/30.**

Week 5 (7/30/07) Groups and family approaches; Fisher Ch. 9, 10& 11.

Week 6 (8/6/07) Prevention Inaba, Ch. 8; Fisher Ch. 14.

Week 7 (8/13/07) Weekend Roundup. Other addictions; working with clients from different cultural groups. Inaba, Ch. 7; Fisher Ch. 4 & 13.

METHODS OF EVALUATION FOR DETERMINING GRADES: EVIDENCE OF LEARNING:

1. **25% Consistent/On-time attendance and active participation:** INSTRUCTOR'S ATTENDANCE POLICY: Students must attend both days of both weekends and be on time both in the morning and after lunch break to receive full credit. Regular attendance and on time participation in on line activities and discussions is also expected and equally weighted.

2. **25% Exam** will be administered on line about half way through the course. It will cover material from first weekend and on line material as well as material from readings. It will consist of 30 multiple-choice questions and two essays on selected major drug of abuse, risks/benefits, basic pharmacokinetic properties and treatment recommendations based upon two clinical vignette cases. This will be a take home exam.

3. **25% Research, type and present a 10 page APA format paper on any topic the student's chooses to focus on within the realm of substance abuse or substance abuse counseling. This will be due August 11 via Dropbox.**

4. **25% Present same paper above** in class on the weekend of August 11 and 12.

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade

A = 90+ Student actively participated in discussions in **>80%** of class (including on line) 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 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.

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Criteria for Paper

Grade

A = 90+ Paper is on time, in appropriate APA format, well written, well thought out and provides

excellent coverage of material

B = 80 – 89 Paper is on time, well thought out, but is missing one component of APA format OR coverage of material is only **adequate**

C = 70 – 79 Paper is late, insufficient number of references provided AND **limited** coverage; Excessive spelling/grammar errors

F = <70 Paper is disorganized, poorly written AND/OR coverage is not adequate AND does not conform to APA format, or there is evidence of **plagiarism**, or paper not submitted

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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.

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.

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 student's 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/>

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

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

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..

Brown, S. (1988). *Treating adult children of alcoholics.* NY: Wiley & Sons.

Twelve steps and twelve traditions. (1991). NY: Alcoholics Anonymous World Services, Inc.

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.