ARGOSY UNIVERSITY SAN FRANCSICO BAY AREA
COURSE SYLLABUS

Course Title **Substance Abuse Counseling**

Course Number   PC 6900

Instructor   **Linda Young-Miller, Ph.D. (925) 606-5732, ly-m73@excite.com**

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 current theoretical and clinical approaches to the etiology, diagnosis, treatment and prevention of alcoholism and other chemical dependencies including 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/discussions/ assignments at: www.myeclassonline.com from May 7 to June 27.

Content Areas

1) Classification and characteristics of drugs
2) Etiology of substance abuse and theoretical models of addiction.
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) Couples and family counseling
7) Cultural Issues/Working with special populations including men, women, adolescents, Native Americans, disabled, and incarcerated.
8) Community Psychology: Primary and secondary prevention of substance abuse.
9) Relapse prevention

Course Objectives

1. Familiarization with the various classes of drugs and their effects on the individual:
    a. Alcohol
    b. Amphetamines
    c. Cocaine
    d. Opoids
    e. Cannabis
    f. Phencyclidine
    g. Sedative, hypnotics, anxiolytics
    h. Hallucinogens
    i. Nicotine
    j. Caffeine
    k. Foods: Fat, Sugar, Salt

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. 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
        protocols.
8. Substance-related disorders and the impact on marriages and families.
9. At-risk populations:
    a. Substance-related disorders in children and adolescents.
    b. Adults and the elderly
    c. Dual-diagnosis
    d. Women
    e. Ethnic minorities
    f. Abused and neglected
    g. Disabilities and physical pain
10. Professional, ethical, and legal aspects related to substance-related disorders treatment.
11. 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, exam, role-plays and clinical vignettes as well as weekly
on-line postings. This course begins on line the week of May 7, meets 9 a.m. to 6 p.m. May 19 and
20 and June 16 and 17 and ends on line the week of June 25.

Weekend Topics

Saturday, May 19	Sunday, May 20
Drug classification and general effects	Assessment and screening instruments
Neurobiology and psychopharmacology	Dual diagnosis
Models of addiction	Counseling skills and interventions
Working with special groups: issues of culture, race, gender, age, etc.	Formulating treatment plans; referral and consultation
	Therapeutic Issues

Saturday, June 16	Sunday, June 17
Working with groups, couples and families	Relapse prevention
12 step and community treatment settings	Non-traditional approaches
Rational Recovery	Current Issues and Research
Student presentations	Other forms of addiction
Exam	**Student Presentations**

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 need to save their work frequently and identify alternative methods for posting on time in case of computer problems of failures.

INSTRUCTOR'S WEEKLY ON-LINE POSTING SCHEDULE:

Week 1 (5/7/07) - Introductions/Announcements/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 (5/14/07) Brain chemistry, issues of heredity and environment, theoretical models of use and abuse; working with clients from different cultural groups Inaba Ch. 2; Fisher Ch 3-4.
Week 3 (5/21/07) Approaches to screening, diagnosis and treatment; client interventions, alcohol, opiates, and sedative-hypnotics Inaba Ch 4-5; Fisher Ch 5-6.
Week 4 (5/28/07) Treatment Issues; dual diagnosis, relapse prevention and recovery. Inaba Ch. 9-10; Fisher Ch 7-8.
Week 5 (6/4/07) Groups and family approaches; "Uppers". Inaba Ch. 3 Fisher Ch. 9-10.
Week 6 (6/11/07) Working with children and adolescents, issues with HIV+ clients, pregnant women, older adults and other populations; "all arounders." Inaba, Ch. 6; Fisher Ch. 11-12.
Week 7 (6/18/07) Other addictions; prevention issues and policies. Inaba, Ch. 7-8; Fisher Ch. 13-14.
Week 8 (6-25-07) Legal and ethical issues/ Summary and final online.

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 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. Regular attendance and participation in on line activities and discussions is also expected and equally weighted.

2. 25% Exam June 16 will cover material from first weekend and on line material as well as material from readings. It will consist of 20 multiple-choice questions on substance abuse counseling and two short essays on selected category of psychotropic medication, risks/benefits, basic pharmacokinetic properties and treatment recommendations based upon **two clinical vignette cases.**

3. 25% Presentation

4. 25% Research, type and present a 10 page **APA format paper** on substance abuse or substance abuse counseling.

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.

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

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.

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.