

Course	COUN 5630 Techniques of Substance Abuse
Term	Fall 2, 2007
Instructor	Name: Hector Torres, Ph.D. Phone: 858.354.6530 Email: hectortorres83@webster.edu
Catalog Description	COUN 5630: Techniques of Substance Abuse This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society.
Course Level Outcome Objectives	<p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the history of psychotropic substances and their purpose and use in human society to the present. (CACREP II K 3 c) 2. Demonstrate knowledge of the history and philosophy of counseling interventions for psychotropic substance abuse and dependence. (CACREP II.K.1.a.) 3. Demonstrate an understanding of the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention. (CACREP II.K.2.a, b.) 4. Demonstrate understanding of the validity of various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self referred and court ordered clients. (CACREP II.K.2.c.6d.) <p>Specific topics that will be covered in this course:</p> <ol style="list-style-type: none"> 1. The definition of alcoholism and other chemical dependency, and the evaluation of the user. 2. Current theories of, and research on, the etiology of substance abuse and addiction. 3. Physiological and medical aspects and effects of drug and alcohol abuse. 4. Psychopharmacology and the interaction of various classes of drugs, including alcohol. 5. Diagnosing and differentiating alcohol and other substance abuse problems in patients referred for other clinical symptoms, such as depression, anxiety, psychosis, and impotence. 6. Populations that are at risk with regard to substance abuse. 7. Cultural and ethnic considerations in chemical dependency. 8. Prenatal effects. 9. Adolescent substance abuse. 10. Implications for the geriatric population. 11. Iatrogenic dependency.

	<p>12. Major treatment approaches to alcoholism and chemical dependency, including research and application.</p> <p>13. The role of persons and systems, which support or compound abuse.</p> <p>14. Family issues which include treatment approaches with families of alcoholics and/or substance abusers.</p> <p>15. The process of referring affected persons.</p> <p>16. Community resources offering assessment, treatment and follow-up for the abuser and family.</p> <p>17. Ethical and legal issues for clinical practice.</p> <p>18. Prevention of substance abuse.</p>
Materials	<p>Essentials of Chemical Dependency Counseling, (2001) Gary Lawson, Ann Lawson & P. Rivers, 3rd Edition, ISBN 0834218240, Aspen Publishers, Inc., Gaithersburg, MD</p> <p>The instructor will provide supplemental reading.</p>
Grading	<p>Grade Points Midterm 20 Final 40 1st Paper and presentation 10 2nd Paper and presentation 20 Attendance 10</p> <p>Grade Point System 93-100= A 90-92= A- 87-89=B+ 83-86= B 80-82=B- 77-79=C+ 73-76=C Below 73 No Credit</p> <p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course</p>
Activities	Will be identified and assigned during the first two weeks of class.
Policy Statements: University Policies	University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

	<p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
Course Policies	Students are expected to comply with all the university requirements for this course.
Weekly Schedule	<p>Week 1 Introductions: Review of course. Lecture- Why you need this class and the history of Alcohol & Drug treatment in the USA: Also Legal and Ethical issues. Objectives 1,2, 3 and 17. Reading assignment: Chapters 1 & 2 in Lawson et. al.</p> <p>Week 2 Lecture-Physiological and medical aspects of drug and alcohol abuse. Objectives 3 &4 Discussion of readings & sign up for presentations. Reading assignment: Lawson text Chapters 3 & 4.</p>

		<p>Addiction and its etiology treatment and prevention: Physiological, sociological and psychological aspects: What makes a person high risk? The “Lawson” model. Objectives 6,7,8,9 10,11 & 18. Discussion of readings.</p>
	Week 3	<p>Diagnosing substance abuse and developing plan for intervention and a treatment plan. Objectives 12 13 & 16. Discussion of readings.</p>
	Week 4	<p>Lecture: Treatment Approaches in addictions and substance abuse. Objective: 12 Reading assignment: Lawson text review Ch. 3, 4 & 12.</p> <p>Lecture: Group therapy as treatment for addictions Objectives: 12 Discussion of readings. Readings: Lawson Ch. 5.</p>
	Week 5	<p>Mid-term Exam on readings and lecture notes. Turn in first paper and presentations</p>
	Week 6	<p>Lecture: Families and Addiction Discussion of readings. Reading assignment: Lawson Ch. 6.</p> <p>Lecture: Diverse populations and substance abuse Objectives: 5,6,7,& 9 Discussion of readings. Reading assignment: Lawson chapter 7.</p>
	Week 7	<p>Lecture: Dual Diagnosis and other difficult situations Objective: 12 Discussion of readings Readings: Lawson, Ch. 9</p>
	Class 8	<p>Lecture: Counseling the Reluctant to Recover, Harm Reduction and Relapse prevention. Objective: 12</p>
	Class 9	<p>Final Final Presentation</p>

<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University. 4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that</p>

penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: _____

Job Title: _____

Date: _____