

Course **COUN 5630 / JC / Techniques of Substance Abuse Counseling**

Term Fall 2, 2009 – Saturday #2 – 8:00 AM – 5:00 PM
10/24, 11/7, 11/21, 12/12, 12/19 (1pm-5pm)

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Catalog Description The student examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of relapse prevention. Therapeutic techniques (Individual & Group Treatment) are reviewed using a Stages of Change treatment model and Motivational Interviewing assessment methods are explored.

Prerequisites **COUN 5020**

Course Level Learning Outcomes *Upon successful completion of this class students will be able to:*

1. Demonstrate knowledge of the history of psychotropic substances and their purpose and use in human society to the present.
2. Demonstrate knowledge of the history and philosophy of counseling interventions for psychotropic substance abuse and dependence.
3. Demonstrate an understanding of the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention.
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.

Materials Stevens, P. & Smith, R. (2009). *Substance Abuse Counseling: Theory and Practice*. (4th Edition). Merrill Prentice Hall, New Jersey. ISBN# 0132409038

Velasquez, M. M. (2001). *Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual*, Guilford Press, New York. ISBN# 1-57230-625-4

Research Paper Guidelines and Sample Paper – See website @ www.webster.edu/jack and click on Student Resources category

**To Order Textbooks go to the local North FL website at
www.webster.edu/jack
and click on Order Textbooks to select a vendor**

**(Note: Textbooks must be ordered 2 weeks prior to class to ensure
delivery)**

Methods of Learning

Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, presentations, group therapy demonstrations, and out of class meetings.

Grading

<u>Assignments</u>	<u>Maximum Points</u>
◆ Quizzes (2 @ 10 points each)	20 Points
◆ Examinations (2 @ 20 points each)	40 Points
◆ Passports Internet Research	5 Points
◆ 12-Step Meeting Presentations (2 @ 5 points each)	10 Points
◆ In-Class Group Therapy Demos (2 @ 3 pts each)	6 Points
◆ In-Depth Focus Presentation	10 Points
◆ Class Participation and Attendance	<u>9 Points</u>
TOTAL	100 Points

*** Optional: 2 extra-credit points for attending an additional 12-step meeting**

Grades:

95 – 100 points	A
90 – 94 points	A-
88 – 89 points	B+
84 – 87 points	B
80 – 83 points	B-
70 – 79 points	C
69 or less points	F

Grades can be obtained by one of the following ways:

Visit our website at <http://www.webster.edu/jack> and click on Student Resources, and then click on Grades. (Available the 2nd Monday following the end of the term). From the instructor via E-mail to/from him/her (Please do not call them).

Activities

Student activities may include: discussions, presentations, research assignments, case vignettes, role playing and field experiences.

**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:

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.

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 (published elsewhere) 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.

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.

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.

Student Assignments Retained

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

Course Requirements:

Scoring Criteria:

All scoring criteria will be reviewed during the first class.

Quizzes:

- There will be two quizzes.
- Each quiz is worth 10 points.
- Each quiz is comprised of multiple choice, true/false, short answer and/or essay questions, based on combination of text readings and class discussion. 20 Points Possible.

Examinations:

- There will be two examinations.
- Each examination is worth 20 points.
- Each examination is comprised of multiple choice, true/false, short answer and/or essay questions, based on combination of text readings and class discussion. 40 Points Possible.

Passports Internet Research:

- Passports Internet Research is worth 5 points.
- Student must demonstrate fluency in researching/presenting five reference articles (one point each).

In-Class Group Therapy Demonstrations:

- There will be two In-Class Demonstrations.
- Each demonstration is worth 3 points
- Conduct two group therapy exercises with classmates, as outlined in the Velasquez workbook.

12-Step Meeting Presentations:

- Each Presentation is worth 5 points.
- Attend two 12-step meetings of your choice and present your opinions about each experience with the class.

In-Depth Focus Presentation:

- Presentation is worth 10 points.
- A 20-30 minute classroom presentation regarding one of the major drug classifications. The presentation should include three parts: 1) Information regarding the drug classification (to include at least one handout for class members), 2) A current research article which outlines the process of addiction with a drug from the assigned classification, and 3) A case study of an individual who has been addicted to a drug from the assigned classification.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. 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. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the

instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.

- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in *no later* than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. (Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted).

Session Schedule

Class Preparation: Pre-Assignments for Session 1 & 2:

Session 1 Assignments:

- ◆ Read Chapters 1 and 2 in the Stevens text and Chapter 1 in the Valasquez text.
- ◆ Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the first class.
- ◆ Be prepared to discuss the major substances, theories of substance abuse and the trans-theoretical (stages of change) model of abuse

Session 1

A.M. Session (8-NOON)

THEME: Introduction to Substance Abuse

Topics:

- ◆ Review syllabus and assignments
- ◆ Attitudinal barriers in the treatment of substance abuse
- ◆ Projective group exercise examining attitudes
- ◆ Clinical assessment of substance abuse
- ◆ Discussion of articles from Stevens text (Pre-Assignment)
- ◆ Overview of In-Depth focus presentations

Session 2

P.M. Session (1-5PM)

THEME: Major Substances of Abuse & the Body

Topics:

- ◆ Major substances of abuse
- ◆ Discussion of substance abuse counseling techniques
- ◆ Stages of Change model of group treatment
- ◆ In-class demonstration: Group Therapy overview
- ◆ Movie & discussion

Assignments for Sessions 3 & 4:

Session 3 Assignments:

- ◆ Read Chapter 3 in Stevens text; Chapter 2 in the Valasquez text
- ◆ Review the traditional psychotherapeutic techniques listed on pages 21 – 26 of the Valasquez text. Choose one technique that you feel would be the most helpful strategy in counseling a substance abusing client. Write a one-page paper outlining your position and be prepared to present it during the next class.

Session 4 Assignments:

- ◆ Read Chapters 4 & 5 in Stevens & Smith text
- ◆ Read Chapter 3 in the Valasquez text
- ◆ Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the next class

Session 3

A.M. Session (8-NOON)

THEME: Etiological Theories of Substance Abuse

Topics:

- ◆ Systems, Behavioral and Sociocultural theories
- ◆ Biopsychosocial theory
- ◆ In-depth focus presentation
- ◆ In-class demonstration: Group Therapy
- ◆ Video presentation & discussion
- ◆ **Quiz I:** Chapters 1 -3 (Stevens Text), Chapter 1 (Valasquez Text), video presentations and classroom discussion

Session 4

P.M. Session (1-5PM)

THEME: Assessment, Diagnosis, & Treatment

Topics:

- ◆ Diagnostic Interviewing
- ◆ Assessment Tools
- ◆ Differential Diagnoses
- ◆ Types of treatment setting & planning
- ◆ Discussion of articles from Stevens text
- ◆ In-depth focus presentation
- ◆ In-class demonstration: Group Therapy
- ◆ Video presentation & discussion

Assignments for Sessions 5 & 6:

Session 5 Assignments:

- ◆ **Read Chapter 6 &7** and supplemental articles provided by instructor
- ◆ Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the next class

Session 6 Assignments:

- ◆ **Read Chapter 8 and supplemental articles provided by instructor.** Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the next class

Session 5

A.M. Session (8-NOON)

THEME: Treatment Setting

Topics:

- ◆ In-depth focus presentation
- ◆ Presentation: Survey & Evaluation of Treatment Program
- ◆ Individual vs. Group Treatment
- ◆ Private practice substance abuse treatment
- ◆ In-class demonstration: Group Therapy
- ◆ Video presentation & discussion

Session 6

P.M. Session (1-5PM)

THEME: Family Therapy in Substance Abuse Treatment

Topics:

- ◆ Family treatment of substance abuse
- ◆ Motivational interviewing (Assessing readiness for change)
- ◆ Discussion of articles from Stevens text
- ◆ In-depth focus presentation
- ◆ Presentation: 12-Step Meetings
- ◆ In-class demonstration: Group Therapy
- ◆ Video presentation & discussion

- ◆ **Exam I:** Chapters 1-5 (Stevens Text), Chapters 1-3 (Valasquez Text), video and classroom presentations, and classroom discussion

Assignments for Sessions 7 & 8:

Session 7 Assignments:

- ◆ **Read Chapters 10 & 11 in the Stevens text. And supplemental articles.** Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the next class

Session 8 Assignments:

- ◆ **Read Chapter 9 & 12 from Stevens text.** Choose one topic from the Stevens chapter, obtain a copy of a relevant article, write a one-page summary of the article and be prepared to present it during the next class

Session 7

A.M. Session (8-NOON)

THEME: Working with Special Populations, Diversity & Substance Abuse Treatment

Topics:

- ◆ Populations: Women, Gay/Lesbian/Bisexual, People with disabilities, Children/adolescents, Elderly
- ◆ Brief treatment
- ◆ In-depth focus presentation
- ◆ In-class demonstration: Group Therapy
- ◆ Video presentation & discussion
- ◆ **Quiz II:** Chapters 6-9 ; movie and classroom presentations, and classroom discussions

Session 8

P.M. Session (1-5PM)

THEME: Prevention & Relapse Prevention

Topics:

- ◆ Solution focused brief therapy
- ◆ Intervention strategies
- ◆ In-depth focus presentation
- ◆ Presentation: Survey/Evaluation of Treatment Programs
- ◆ In-class demonstration: Group Therapy
- ◆ Movie presentation & discussion
- ◆ Prevention/Intervention strategies based on culture
- ◆ Determinants of relapse
- ◆ Social Learning theories of relapse

Assignments for Session 9:

- ◆ Prepare for final exam; Chapter 6-9, 11-12

Session 9

THEME: Ethical, Legal & Contemporary Issues

Topics:

- ◆ Wrap-up of presentations

- ◆ Research
- ◆ **Exam II:** Chapters 6 - 10 (Stevens Text), video and classroom presentations, and classroom discussions

Supplemental Readings:

Instructor may provide or require supplemental handouts, readings, or films in addition to above listed items.

Additional Information:

Course Attendance:

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.

Conduct:

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:

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.

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 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 have 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 of Florida. Finally, course meetings which are missed for any reason must be made up.

Disclaimer

- This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.
- Assignment Papers Retention: All papers will be held for one term and then discarded. Students are asked to pick these up after their class ends.

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 9/28/09