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| <b>Course</b>                                | <b>COUN 5630 Techniques of Substance Abuse Counseling</b>   |
| <b>Term, Day, Time</b>                       | Spring 2, 2010 – Saturday #2 8:00am-5:00pm<br>3/20, 4/3, 4/17, 5/1, 5/8 (1pm – 5pm)   |
| <b>Instructor</b>                            | Name: Kimberly Brown, PhD<br>Phone: 904-673-6760<br>Email: <a href="mailto:kimberliebrown11@webster.edu">kimberliebrown11@webster.edu</a> or <a href="mailto:kbrown1394@aol.com">kbrown1394@aol.com</a>   |
| <b>Catalog Description/<br/>Content Area</b> | <p>This course examines theory, case conceptualization, diagnoses, and treatment of addictions as related to the chemically dependent and the dependent’s family. A portion of the course is devoted to evaluation of the services and programs available to the chemically dependent from the point of view of the dependent, the dependent's family, and society. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course.</p> <p>Content Areas: professional practice, professional identity, helping relationships, professional</p>   |
| <b>Knowledge and Skills Outcomes</b>         | <p><b><i>Upon successful completion of this class students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Define theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;</li><li>2. Describe an orientation to wellness and prevention as desired counseling goals;</li><li>3. Label ethical and legal considerations specifically related to the practice of clinical mental health counseling in relation to substance abuse;</li><li>4. illustrate the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams;</li><li>5. identify the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling in relation to substance abuse;</li><li>6. Explain and differentiate the range of service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the substance abuse/use counseling services network;</li><li>7. describe the importance of family, social networks, and community systems in the treatment of mental and emotional disorders;</li><li>8. summarize current literature (in the field of professional counseling) that outlines theories, approaches, strategies, and techniques shown to be effective when working with substance abuse populations with mental and emotional disorders;</li></ol> |

|   | <ol style="list-style-type: none"> <li>9. Define the established diagnostic criteria for substance abuse disorders, and describe treatment modalities and placement criteria within the continuum of care;</li> <li>10. Explain the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders;</li> <li>11. Identify manners in which a crisis, disaster, or other trauma-causing event could affect and or mimic substance abuse;</li> <li>12. Identify standard screening and assessment instruments for substance use disorders and process addictions.</li> <li>13. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders;</li> <li>14. Identify procedures for assessing and managing suicide risk when related to addiction, aggression, and danger to self and/or others.</li> <li>15. Apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</li> </ol>   |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
|---|--|--------------------|-----------------------|--------------------------------|-----------|-------------------------------------|-----------|---------------------------|----------|---|-----------|---|----------|-------------------------------|-----------|--------------------------------------|-----------------|-------|------------|
| <b>Materials</b>                                    | <p>Stevens, P. &amp; Smith, R. (2009). <u><i>Substance Abuse Counseling: Theory and Practice</i></u>. (4th Edition). Merrill Prentice Hall, New Jersey. ISBN# 0132409038</p> <p>Velasquez, M. M. (2001). <u><i>Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual</i></u>, Guilford Press, New York. ISBN# 1-57230-625-4</p> <p><b>To Order Textbooks go to the local website at <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks.</b></p> <p><b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b></p>   |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
| <b>Method of Instruction</b>                        | <p>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.</p>  |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
| <b>Grading</b>                                      | <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><b>Assignments</b></th> <th style="text-align: right;"><b>Maximum Points</b></th> </tr> </thead> <tbody> <tr> <td>◆ Quizzes (2 @ 10 points each)</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>◆ Examinations (2 @ 20 points each)</td> <td style="text-align: right;">40 Points</td> </tr> <tr> <td>◆ Online Library Research</td> <td style="text-align: right;">5 Points</td> </tr> <tr> <td>◆ 12-Step Meeting Presentations (2 @ 5 points each)</td> <td style="text-align: right;">10 Points</td> </tr> <tr> <td>◆ In-Class Group Therapy Demos (2 @ 3 pts each)</td> <td style="text-align: right;">6 Points</td> </tr> <tr> <td>◆ In-Depth Focus Presentation</td> <td style="text-align: right;">10 Points</td> </tr> <tr> <td>◆ Class Participation and Attendance</td> <td style="text-align: right;"><u>9 Points</u></td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td style="text-align: right;">100 Points</td> </tr> </tbody> </table> <p><b>* Optional: 2 extra-credit points for attending an additional 12-step meeting</b></p> | <b>Assignments</b> | <b>Maximum Points</b> | ◆ Quizzes (2 @ 10 points each) | 20 Points | ◆ Examinations (2 @ 20 points each) | 40 Points | ◆ Online Library 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 |
| <b>Assignments</b>                                  | <b>Maximum Points</b>  |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
| ◆ Quizzes (2 @ 10 points each)                      | 20 Points  |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
| ◆ Examinations (2 @ 20 points each)                 | 40 Points  |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |
| ◆ Online Library 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   |                    |                       |                                |           |                                     |           |                           |          |   |           |   |          |                               |           |                                      |                 |       |            |

| Percentage of Total Points | Grade |
|----------------------------|-------|
| 95%-100%                   | A     |
| 90%-94%                    | A-    |
| 88%-89%                    | B+    |
| 84%-87%                    | B     |
| 80%-83%                    | B-    |
| 70%-79%                    | C     |
| Below 70%                  | F     |

The Graduate catalogue provides these guidelines and grading option:  
 Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W

- A/A- Superior graduate work
- B+/B/B- Satisfactory graduate work
- C Marginal work
- F Unsatisfactory work
- CR Credit given for practica/internships
- I Incomplete work
- ZF Permanent grade for unfinished incomplete grade which treated as an F
- W Withdrawn from the course

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

**Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.** As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

**Activities**

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

**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.

**Online Library Research:**

- Online Library Research is worth 5 points.
- Student must demonstrate fluency in researching reference articles.

**12-Step Meeting Presentation:**

- Two presentations, worth 5 points each.
- Attend one 12-step meeting of your choice and present your opinions about the experience with the class.

**In-Class Group Therapy Demonstration:**

- There will be two In-Class Therapy Demonstrations, worth three points each.
- Conduct the assigned group therapy exercises with classmates, as outlined in the Velasquez workbook.

**In-Depth Focus Presentation:**

- Presentation is worth 10 points.
- A 20 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

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|  | <p>have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• A maximum of nine points will be awarded based on the level and quality of participation and preparation.</li> <li>• 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.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <i>no later</i> 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.</li> <li>• 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.</li> </ul> |
| <p><b>Policy Statements:<br/>University Policies</b></p> | <p>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> <p><b><u>Academic Honesty</u></b><br/>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><b><u>Drops and Withdrawals</u></b><br/>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</p>  |

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.

**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 and the Student Handbook for Counselor Education.

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| <p><b>Course Policies</b></p> | <p><b>Course Requirements:</b></p> <p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important <b>that everyone feels safe, comfortable, and free</b> to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to <b>do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.</b> This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, <b>openness to supervision and instruction</b> by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.</p> <p>Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.</p> <p><b><i>ACA Code of Ethics (2005)</i></b><br/> <i>Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement</i></p> |
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*setting. Students have the same obligation to clients as those required of professional counselors.  
(See C.1., H.1.)*

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

**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 (32 for undergraduate courses; 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 and membership in 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.

**DETERMINATION OF GRADES IS BASED 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:**

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|                               | <p>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.</p>   |
| <p><b>Weekly Schedule</b></p> | <p><b>Pre-Assignments for Week 1:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapters 1 and 2 in the Stevens text and Chapter 1 in the Valasquez text.</li> <li>◆ 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.</li> <li>◆ Be prepared to discuss the major substances, theories of substance abuse and the trans-theoretical (stages of change) model of abuse</li> </ul> <hr/> <p><b>Week 1</b><br/> <b>A.M. Session (8-NOON)</b><br/> <b>THEME: Introduction to Substance Abuse</b><br/> <b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ Review syllabus and assignments</li> <li>◆ Attitudinal barriers in the treatment of substance abuse</li> <li>◆ Projective group exercise examining attitudes</li> <li>◆ Clinical assessment of substance abuse</li> <li>◆ Discussion of articles from Stevens text (Pre-Assignment)</li> <li>◆ Overview of In-Depth focus presentations</li> </ul> <p><b>P.M. Session (1-5PM)</b><br/> <b>THEME: Major Substances of Abuse &amp; the Body</b><br/> <b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ Major substances of abuse</li> <li>◆ Discussion of substance abuse counseling techniques</li> <li>◆ Stages of Change model of group treatment</li> <li>◆ In-class demonstration: Group Therapy overview</li> <li>◆ Movie &amp; discussion</li> </ul> <p><b>Assignments for Week 2:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapters 3, 4, &amp; 5 in Stevens text;</li> <li>◆ Read Chapters 2 &amp; 3 in the Valasquez text</li> <li>◆ 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.</li> <li>◆ 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</li> </ul> |

**Week 2**

**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

**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 Week 3:**

**Session 5 Assignments:**

- ◆ **Read Chapters 6 , 7 & 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

**Week 3**

**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

**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 Week 4:**

- ◆ **Read Chapters 9, 10, 11, & 12 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

**Week 4**

**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

**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 Week 5:**

- ◆ Prepare for final exam; Chapter 6-12

**Week 5**

**P.M. Session (1-5PM)**  
**THEME: Ethical, Legal & Contemporary Issues**

**Topics:**

- ◆ Wrap-up of presentations
- ◆ Research
- ◆ **Exam II:** Chapters 6 - 12 (Stevens Text), video and classroom presentations, and classroom discussions

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 2/18/10