



The Graduate Counseling Program  
Course Syllabus

Brooks City-Base, TX

<b>Course</b>	<b>COUN 5630 Techniques of Substance Abuse Counseling</b>
<b>Term, Day, Time</b>	Spring 1, 2010; Thursday; 6:00-10:00 PM
<b>Instructor</b>	Name: Julie B. Gowen, LCSW Phone: 210-226-7593, ext. 202 Email: <a href="mailto:Juliegowen30@webster.edu">Juliegowen30@webster.edu</a>
<b>Catalog Description/ Content Area</b>	<b>COUN 5630 Techniques of Substance Abuse Counseling</b> 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.  Content Areas: professional practice, professional identity, helping relationships, professional
<b>Knowledge and Skills Outcomes</b>	<b><i>Upon successful completion of this class students will be able to:</i></b> <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></ol>

	<ol style="list-style-type: none"> <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> <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>Title: <i>Substance Abuse Counseling: Theory &amp; Practice, 4th Ed. (2009)</i>  Author: Stevens &amp; Smith  Publisher: Prentice Hall  ISBN: 9780132409032</p>																														
<b>Method of Instruction</b>	<p>Understanding that adult learners have various learning styles, I will incorporate the following modes of instruction: lecture, experiential, writing, research, discussion, and video/DVD.</p>																														
<b>Grading</b>	<table border="0" style="width: 100%;"> <tr> <td>a. One 3-5 Page Report/Presentation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>b. One 1-Page Report on Attendance at Open AA/NA Meeting</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>c. Conduct an Assessment</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>d. Conduct/Participate in Group Exercise</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>e. Mid Term Examination</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>f. Term Paper/Presentation</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>g. Final Examination</td> <td style="text-align: right;">15%</td> </tr> </table> <p>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</p> <table border="0" style="width: 100%;"> <tr> <td>A/A-</td> <td>Superior graduate work</td> </tr> <tr> <td>B+/B/B-</td> <td>Satisfactory graduate work</td> </tr> <tr> <td>C</td> <td>Marginal work</td> </tr> <tr> <td>F</td> <td>Unsatisfactory work</td> </tr> <tr> <td>CR</td> <td>Credit given for practica/internships</td> </tr> <tr> <td>I</td> <td>Incomplete work</td> </tr> <tr> <td>ZF</td> <td>Permanent grade for unfinished incomplete grade which treated as an F</td> </tr> <tr> <td>W</td> <td>Withdrawn from the course</td> </tr> </table>	a. One 3-5 Page Report/Presentation	10%	b. One 1-Page Report on Attendance at Open AA/NA Meeting	15%	c. Conduct an Assessment	15%	d. Conduct/Participate in Group Exercise	15%	e. Mid Term Examination	15%	f. Term Paper/Presentation	15%	g. Final Examination	15%	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
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	<p>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 <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. 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 <i>objective and subjective</i> assessment.</p> <p><b>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.</b> 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.</p>
<b>Activities</b>	<p>Student participation is expected. The three-five-page report and brief presentation will focus on an identified drug which is of further interest to the student. The one-page report will focus on the impact and resultant response from your attendance at an open AA or NA meeting. The group exercises will develop and enhance the facilitation of individual counseling and group. The term paper will be in APA Style and Form and be at least ten content pages in length. The topic for the paper will be on an aspect of substance abuse counseling of interest to the student.</p>
<b>Policy Statements: University Policies</b>	<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> 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> 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><b><u>Special Services</u></b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the</p>

instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

### **Disturbances**

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.

The carrying of weapons onto campus is forbidden.

### **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

	<p>prescribed by law, the University will consider appropriate action under such laws.</p> <p>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.</p>
<p><b>Course Policies</b></p>	<p>List policies specific to this course. Describe any formal evaluations to be used and provide a copy of the uncompleted evaluation form to the student at the first class meeting. The latter may instead be included above under Grading.</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>

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.

***ACA Code of Ethics (2005)***

*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 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.

	<p><b>Note:</b> 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>Pre-Assignments for Week 1: Read Chapter 1</p> <p><b>Week 1:</b> Topics: Chapter 1. Introduction to Substance Abuse Counseling This includes discussion and overview of 12 Core Functions and Video. Assignment for Week 2: 3-5 pg. paper/presentation due on assigned drug Chapter 2. The Major Substances of Abuse and the Body Chapter 3. Etiological Theories of Substance Abuse</p> <p><b>Week 2:</b> Topics: Chapter 2. The Major Substances of Abuse and the Body Brief 3-5 pg. paper/presentation due on assigned drug Chapter 3. Etiological Theories of Substance Abuse Assignment for Week 3: Chapter 4. Assessment and Diagnosis Chapter 5. Treatment Setting and Treatment Planning</p> <p><b>Week 3:</b> Topics: Chapter 4. Assessment and Diagnosis DSM IV Video Practice conducting an Assessment Chapter 5. Treatment Setting and Treatment Planning Practice developing a Treatment Plan Assignment for Week 4: Chapter 6. Individual Treatment Chapter 7. Group Treatment in the Continuum of Care</p> <p><b>Week 4:</b> Topics: Program Visit: (To Be Arranged) Chapter 6. Individual Treatment Chapter 7. Group Treatment in the Continuum of Care Group Exercise – Facilitating Group (Stages) Assignment for Week 5: <i>Mid-Term Examination</i></p> <p><b>Week 5:</b> Topics: Program Visit: (To Be Arranged) <b><i>Mid-Term Examination</i></b> Assignment for Week 6: Chapter 8. Family Treatment Chapter 9. Retaining Sobriety: Relapse Prevention Strategies</p>

**Week 6:**

Topics:

Chapter 8. Family Treatment

Group Exercise – Conducting Family Group

Chapter 9. Retaining Sobriety: Relapse Prevention Strategies

Assignment for Week 7:

Chapter 10. Working with Selected Populations: Treatment Issues and Characteristics

Chapter 11. Working with Diverse Cultures: Exploring Sociocultural Influences and Realities in ATOD Treatment and Prevention

**Week 7:**

Topics:

Chapter 10. Working with Selected Populations: Treatment Issues and Characteristics

Chapter 11. Working with Diverse Cultures: Exploring Sociocultural Influences and Realities in ATOD Treatment and Prevention  
Program Visit: (To Be Arranged)

Assignment for Week 8:

Chapter 12. Prevention

Chapter 13. Ethical and Legal Issues in Substance Abuse Counseling

**Week 8:**

Topics:

Chapter 12. Prevention

Possible Guest Speaker (To Be Arranged)

Chapter 13. Ethical and Legal Issues in Substance Abuse Counseling

Assignment for Week 9:

*Term/Research Paper Due next week (10 page body; min. 5 references)*

**Week 9:**

***Final Examination***

***Term/Research Paper & Presentation of Paper Due Today!***