

CPSY 437 001: Substance Abuse Counseling

Spring 2011

Thursdays 7:00 – 9:30 pm Maguire Hall – Room 403

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COURSE OVERVIEW AND OBJECTIVES

This course will provide students with an overview of the current ethical and professional issues in the practice of substance abuse counseling. The course will provide students with information regarding trends in substance abuse, pharmacology, and the effects of substance abuse on the body. Assessment, treatment planning, and counseling approaches will be explored. Methods for working with special populations will be presented. The course will provide students with current legal and ethical issues.

The primary objectives of this course are: (1) to increase the students' knowledge and understanding of drugs of abuse, (2) to increase the students' knowledge of assessment, treatment, and relapse prevention, (3) to increase the students' knowledge of current issues and trends in substance abuse treatment and counseling, and (4) to increase the students' knowledge of ethical and legal issues in the substance abuse counseling field.

School of Education's Conceptual Framework:

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Conceptual Framework Standard CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

Technology: In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's *PsychInfo* search engine.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is

designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Resources

Brooks, F., & McHenry, B. (2009) *A Contemporary Approach to Substance Abuse and Addiction Counseling: A Counselor's Guide to Application and Understanding*. Alexandria, VA: ACA.

*Other resources will be available on-line.

Course Requirements

Participation. Students are expected to participate actively in class discussion and demonstrate knowledge of the assigned readings. All readings are required to be read in advance of the class meeting for which they are assigned.

Individual Presentations. Students will present a 10 minute presentation on a specific drug. Introduction of the drug, history, current use/abuse/treatment issues, etc will be presented. Presentations will begin **February 24.**

Grading rubric (presentation)

1-9 points “FAIR/POOR” Did not fully address topic; poorly organized; minimal preparation
9-20 points “GOOD” Described topic adequately; organized; well-prepared
20-30 points “EXCELLENT” Demonstrated knowledge of topic; superior presentation style

Support Meeting/Paper. Students are expected to attend one open Twelve Step Meeting and write a paper about the experience. What was your impression of the meeting? Did you feel welcome? Were the participants helpful? Would you return to the meeting if you were a recovering person? Was there a particular story that stood out or impressed you? 3-5 pages, double-spaced **Due: March 17**

Grading rubric

1-3 points “FAIR/POOR” Minimal analysis; did not address questions; little insight; poorly written
4-6 points “GOOD” Good attempt to address questions; minimal insight
7-10 points “EXCELLENT” Shows superior insight; addresses questions; clearly written

Final Presentation/Paper. Groups of students will present a 15 minute presentation strictly related to prevention in substance abuse. In essence, groups will present to the class an example of a prevention program that will be measurably effective. Details will be discussed in class. The paper will consist of the student taking a “pro” or “con” stance on prevention. Details will be discussed in class. Prevention paper 6-10 pages.

Grading rubric (presentation)

1-7 points “FAIR/POOR” Did not fully address topic; poorly organized; minimal preparation
7-14 points “GOOD” Described topic adequately; organized; well-prepared
14-25 points “EXCELLENT” Demonstrated knowledge of topic; superior presentation style

Grading rubric (paper)

1-7 points “FAIR/POOR” Poorly written; failed to address topic; minimal research
7-14 points “GOOD” Adequate description of topic; organized and well researched
14-25 points “EXCELLENT” Very well written; organized and well researched.

Evaluation Criteria. Performance will be evaluated according to the following criteria:

Class participation:	10 points
Drug Presentation	30 points
Support Meeting/Paper	10 points
Final Presentation/Paper	50 points
	Total 100 Points

Grading Scale:

93-100 points = A

92-90 = A-

89-86 = B+

85-83 = B

82-80 = B-

79-76 = C+

75-73 = C

72-70 = C-

69 points and below = F

Assignments are expected on the date due. Late assignments will be accepted with daily point-reduction penalty of 15%. Incompletes are given under extraordinary circumstances. The instructor reserves the right to modify the schedule, assignments, or readings with adequate advance notice.

Tentative Course Schedule and Reading Assignments

January 20: Introduction

January 27: Text Chapters 1 & 2

February 3: Text Chapters 3 & 4

February 10: Text Chapters 5 & 6

February 17: Text Chapters 7 & 8

February 24: Individual Presentations

March 3: Individual Presentations Continue

March 10: Spring Break
No ClassMarch 17: Support Group Meeting Paper Due/Discussion
Complete Individual Presentations if Necessary

March 24: Text Chapters 9, 10, 11

March 31: Text Chapters 12, 13, 14

April 7: Addiction Counseling/ Individual & Group Practice

April 14: Prevention Presentations

April 21: Easter Break
No Class

April 28: Prevention Presentations
Summary/ Evaluation

Use of Electronic Devices in the Classroom

Cell phones: Silent or off.

Computers: May be used for note taking or educational support of class material.
Using a computer for social networking, unrelated surfing, etc. is strictly prohibited.

***This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**