

## **CPSY 437 001: Substance Abuse Counseling**

Spring 2008

Wednesdays 7:00 – 9:30 pm LT 606

**David Tews, Ed.D.**

dtews@luc.edu

### **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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

### **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. More information is available at: <http://www.luc.edu/sswd>

### **Harassment**

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs, School of Education at 312-915-6464.

### **Course Resources**

Stevens, P., & Smith, R.L. (2005) *Substance Abuse Counseling: Theory and Practice*. Columbus, OH: Pearson.

\*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.

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: April 16**

### 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

Presentation/Paper. Students will select a topic related to substance abuse counseling. The scope and variety of topics will be discussed in class so that we will have as many different topics as we have students. Topics may range from the discussion of trends in drug use to treatment types and/or current research. Students will present a ten minute presentation and write a paper regarding the topic. 10-15 pages, double spaced **Due April 16 & 23**

### Grading rubric (presentation)

1-6 points       “FAIR/POOR” Did not fully address topic; poorly organized; minimal preparation  
7-12 points      “GOOD” Described topic adequately; organized; well-prepared  
13-20 points     “EXCELLENT” Demonstrated knowledge of topic; superior presentation style

### Grading rubric (paper)

1-6 points       “FAIR/POOR” Poorly written; failed to address topic; minimal research  
7-12 points      “GOOD” Adequate description of topic; organized and well researched  
13-20 points     “EXCELLENT” Very well written; organized and well researched.

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

Class participation:	10 points
Midterm exam	40 points
Support Meeting/Paper	10 points
Presentation/Paper	40 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 16: Introduction

January 23: Stevens & Smith Chapters 1 & 2

January 30: Stevens & Smith Chapter 3

February 6: Stevens & Smith Chapter 4

February 13: Pharmacology

February 20: Stevens & Smith Chapter 5

February 27: Midterm Exam

March 5: Spring Break  
No Class

March 12: Field Trip

March 19: Domestic Violence Issues  
Multicultural Issues

March 26: Stevens & Smith Chapter 6 & 7

April 2: Stevens & Smith Chapters 11 & 12

April 9: Legal & Ethical Issues

April 16: Presentations  
12 Step Meeting Paper Due

April 23: Presentations  
Summary