CEPD 7155-01 Syllabus

SUBSTANCE ABUSE/ADDICTION: PREVENTION & TREATMENT COUNSELING

Semester/Year  Fall 2013

Time/Location  Wednesdays, 5:30 – 8:00pm, room Education Center 1

Instructor  Mark S. Parrish, Ph.D., LPC

Office Location  243 Education Annex

Office Hours  Tuesdays, 1:00 pm – 5:00 pm
              Wednesdays, 1:00 pm – 5:00 pm
              Thursdays, 1:00 pm – 5:00 pm

Online Hours  No “live online” sessions scheduled. Please see Course Schedule pages 8 & 9.

Telephone  Direct Line: 678-839-6117
            Department Line: 678-839-6554

Email  mparrish@westga.edu

Online Support  **ITS Service Desk, 678-839-6587** (Help Line)

CourseDen Home Page  https://westga.view.usg.edu/

CourseDen Help & Troubleshooting  http://www.westga.edu/~distance/webct1/help

UWG Distance Learning  http://distance.westga.edu/

UWG On-Line Connection  http://www.westga.edu/~online/

Distance Learning Library Services  http://westga.edu/~library/depts/offcampus/

Ingram Library Services  http://westga.edu/~library/info/library.shtml

University Bookstore  http://www.bookstore.westga.edu/

**Note: All course related communication must be through CourseDen email.**

**COURSE DESCRIPTION**

This course is designed for counselors and other human service providers working in a variety of settings, including schools, community agencies, private practices, and hospitals. Topics covered include the classification of drugs and their effects on users; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, and groups; relapse prevention; and legal, ethical, and multicultural issues associated with addictions work.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 51% online. This requires the online equivalent of 1100 minutes of instruction (seat-time) and an additional 1150 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tr>
<td>Discussion posts</td>
<td>100 minutes</td>
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<tr>
<td>Audio/video instruction</td>
<td>600 minutes</td>
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<tr>
<td>Online assignments</td>
<td>400 minutes</td>
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</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES:

Students will:

1. articulate the role of the counselor in prevention and treatment of substance abuse/addiction; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)
2. demonstrate a working knowledge of the various classifications of drugs and the biochemical and pharmacological aspects of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)
3. demonstrate an understanding of assessment of substance abuse; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)
4. demonstrate an understanding of the various models of addictions and the assessment and treatment strategies based on those models; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)
5. demonstrate an understanding of the characteristics and dynamics of families affected by addiction; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)

6. demonstrate knowledge of various treatment modalities (individual, group, family, self-help groups) useful in treatment of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5)

7. articulate an understanding of the characteristics of addiction specific to a variety of persons from various ethnic groups, developmental levels, economic statuses, sexual orientations, and genders; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Culturally Sensitive, Knowledgeable; NBPTS 1,2,3,4)

8. demonstrate an understanding of ethical and legal issues in treatment of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Reflective NBPTS 1,2,3,4,5) and

9. understand relapse prevention and prevention models (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (Knowledgeable, Proactive; NBPTS 1,2,3,4,5).

TEXTS, READING, AND INSTRUCTIONAL RESOURCES

Required Text(s):


Students must also have access to the internet to access various websites including the National Institute on Drug abuse at http://www.nida.nih.gov/NIDAHome.html & the Substance Abuse & Mental Health Services Administration website: http://www.samhsa.gov/

Required Instructional Resource: TK20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Supplemental Readings:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:
1. **Read assigned material, participate in class activities, complete homework assignments and participate in class discussion and online activities.** Class attendance and participation is expected. Grades may be lowered for absences/tardiness and/or lack of appropriate participation. Please see the “Class Schedule” on pages 8 & 9 for the due date.

2. **Completion of a three (3) Chapter Quizzes in CourseDen (100 points).** The “Chapter Quizzes” are multiple choice quizzes consisting of 30 to 35 questions each with a 2 hour online time limit. The quizzes will be taken online in the CourseDen Assessments Section. Please see the “Class Schedule” on pages 8 & 9 for the due date.

3. **12-Step Attendance & Reaction Paper (50 points):** Attend a minimum of two (different) 12-step program groups during the course of the semester and prepare a reaction paper summarizing, comparing, and contrasting your experiences at the meetings. The 12-step groups you attend must be related to “substance abuse addiction” such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Cocaine Anonymous (CA), etc. Submit your paper in the Assignment Section of CourseDen. Please see the “Class Schedule” on pages 8 & 9 for the due date.

**12-Step Attendance Reaction Paper- Guideline**

Papers must be in APA format, type-written, double-spaced, no more than four pages in length, and submitted using CourseDen Assignment Section. Information should include, but is not limited to the following:

a. Date, time, type of meeting
b. Describe each meeting. (format, atmosphere, etc.)
c. Describe the similarities and differences between the two meetings.
d. What was the physical setting of the meeting like? (safe part of town?, easy parking?, comfortable room? Too much smoke in the room?, etc.)
e. How were you greeted/treated?
f. Were there those in each meeting with whom you felt particularly comfortable? Why/why not?
g. What were the topics of each meeting? (What was the general discussion?)
h. Did everyone participate in the meetings?
i. What was your emotional response to attending each of the meetings? What do you think triggered that response?
j. Did you talk informally with others before/after the meetings? Why/why not?
k. Would you recommend the meetings you attended to be helpful to recovering individuals? Why/why not?
l. What do you think was the most and least helpful aspect of each meeting?
m. What are the implications for your practice as a counselor? Are you likely to refer or not refer individuals to 12 step programs? Why/why not?
4. Log of Drug Use / Summary & Reflection Paper (50 points):
   - **Log of Drug Use**: Beginning the first class and to continue for the first 6 classes of the semester (see schedule on pages 8, 9), keep a log of your drug use. This log may be handwritten and needs to list the drugs taken during that period of time, including frequency and amount. *For the purpose of this assignment, the following “drugs/substances” are to be included: sugar, caffeine, nicotine, chocolate, over the counter medication, prescribed medication, alcohol, illegal drugs.* This log is confidential and will only be seen by the student.
   - **Summary & Reflection Paper**: From the and the process of recording the use of these substances in the “Log of Drug,” the student will write a “Summary and Reflection Paper” that is (1) in APA format, (2) brief (no more than two pages), (2) double-spaced & typed of those insights gained during the time of keeping this log (see schedule on pages 8, 9). The Summary and Reflection Paper must be submitted in the CourseDen Assignment Section. Please see the “Class Schedule” on pages 8 & 9 for the due date.

5. Empathy Exercise, Journals (3 @ 15 points each):
   - Each student will choose one of the substances from their Log of Drug Use (EXCLUDING prescribed medication) and abstain from that substance the first class meeting of the semester until the class meeting in Week 11.
     - The student will develop a “journal” related to their experience during the “abstinence empathy activity” with a minimum of one (1) entry each week during this time. The student will submit 3 journals to the instructor in the CourseDen Assignment Section. Each journal will cover the “total time period from the last journal submission”. The “journal” can be typed directly into the “Comment” section of the CourseDen Assignment Section for this assignment. (Please see the “Class Schedule” on pages 8 & 9 for the due dates.)
     - Each “Journal” submission should address the following:
       - The student’s “abstinence experience” including difficulties, defense mechanisms, and feelings that arise as a result of giving up the substance or activity;
       - The student’s experience in seeking out the support of others to prevent a “relapse” as necessary, and a discussion of any reactions that surfaced as a result of that;
       - The student’s experience in choosing a “sponsor” from among their classmates to provide support during the abstinence process. The student should contact their sponsor (in person, by phone, online etc.) as needed to support their abstinence and the contact with their sponsor should be documented in the weekly journal entries.
       - The journal entries are confidential and will be seen only by the instructor.

6. Abstinence Reflection Paper (55 points): The Abstinence Reflection Paper is a summative reaction to the entire experience of the student’s review of their journal entries.
   - It must be in APA format, type-written, double-spaced, no more than four (4) pages in length, and submitted using in the CourseDen Assignment Section. (Please see the “Class Schedule” on pages 8 & 9 for the due date.)
   - The Abstinence Reflection Paper should address:
     - The student’s cognitive and affective learning and experiences,
     - How the experience impacted how the student views those individuals struggling to recover from addiction;
     - How the student thinks their experience with this exercise might influence their response to others who suffer from addiction.
## EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Chapter Quizzes in CourseDen</td>
<td>100</td>
<td>Answer Key</td>
<td>See Syllabus &amp; Posted Schedule</td>
</tr>
<tr>
<td>12-step Attendance &amp; Reaction Paper</td>
<td>50</td>
<td>Rubric</td>
<td>See Syllabus &amp; Posted Schedule</td>
</tr>
<tr>
<td>Log of Drug Use Summary &amp; Reflection Paper</td>
<td>50</td>
<td>Rubric</td>
<td>See Syllabus &amp; Posted Schedule</td>
</tr>
<tr>
<td>Empathy journal 3 @ 15 points each</td>
<td>45</td>
<td>Rubric</td>
<td>See Syllabus &amp; Posted Schedule</td>
</tr>
<tr>
<td>Abstinence Reflection Paper</td>
<td>55</td>
<td>Rubric</td>
<td>See Syllabus &amp; Posted Schedule</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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**Grading**

- A = 300-270 (100-90%)
- B = 269-240 (89-80%)
- C = 239-210 (79-70%)
- F = 209 (69%) and below

- Late assignments will be assessed a 10% reduction in the earned grade for each day late.
- All papers should be of graduate level quality, typed, double spaced, using a standard 12-point font and in APA format. The length of the papers should comply with the assignment descriptions above. The papers will be evaluated based on fulfillment of the assignment, clarity of presentation, thoughtfulness of the analysis, and correct format and grammar. The papers should follow assignment guidelines.
- The Journal entries will be evaluated on the level of thoughtfulness and insight demonstrated and can be typed directly into the “Comment” section of the CourseDen Assignment Section for this assignment.
- The Abstinence Reflection Paper is a summative response of the abstinence exercise and will be evaluated on fulfillment of the assignment, thoughtfulness of the analysis, and correct format and grammar.

Note: All course “paper” assignments identified as “APA format required” must be:

- consistent with the format outlined in the *Publication Manual of the American Psychological Association* (6th Ed.) including title page, running head, double-spaced, citations, reference page, etc.;
- submitted in CourseDen as a MS Word (.doc or .docx…not a .pdf) attachment NO LATER THAN THE BEGINNING OF CLASS ON THE DUE DATE. NO EXCEPTIONS!

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

### 1. ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*. 
2. ATTENDANCE

Attendance is required. Students are expected to attend each class session, to be on time, and to be present for the full class session. Unexcused absences or repeated tardiness (or leaving class early) may lower a student's grade or require that the student complete additional, assigned make-up material. Should an absence be necessary, the student is responsible for all notes, activities, assignments, etc. missed. This information should be obtained from a class member. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken in class.

3. DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

4. METHODS OF INSTRUCTION

Instruction in this course is delivered through the use of lecture, class discussion, readings, online activities, large and small group activities, video, use of informal writing exercises, journaling, reflective papers, podcasts, and guest speakers.

5. STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information, however, for the purposes of this course you will be required to communicate with the instructor via CourseDen email.

6. LATE ASSIGNMENTS

Late assignments will be assessed a 10% reduction in the earned grade for each day late.
## CLASS SCHEDULE - CEPD 7155-01

<table>
<thead>
<tr>
<th>Week</th>
<th>To Prepare for Class</th>
<th>Assignments Due</th>
<th>Online Chapter Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/28/13</td>
<td>FACE-TO-FACE MEETING Introduction; review of syllabus and course requirements&lt;br&gt;CourseDen reading:</td>
<td>▪ Begin Drug Log&lt;br&gt;▪ Begin Abstinence Activity</td>
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<tr>
<td>2 9/4 ONLINE</td>
<td>Ch 1 Introduction to Substance Abuse&lt;br&gt;Role of the counselor&lt;br&gt;Ch 3 Major Substances of Abuse and the Body&lt;br&gt;CourseDen reading:&lt;br&gt;- Addictions Counseling&lt;br&gt;- SA Prevention/ intervention&lt;br&gt;- Classification of Drugs</td>
<td>▪ Continue Drug Log</td>
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<td>3 9/11</td>
<td>FACE-TO-FACE MEETING&lt;br&gt;Guest Speaker: TBA</td>
<td>▪ Continue Drug Log</td>
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<tr>
<td>4 9/18 ONLINE</td>
<td>Ch 4 Etiology of Substance Abuse: Why People Use&lt;br&gt;Ch 5 Assessment and Diagnosis&lt;br&gt;CourseDen reading:&lt;br&gt;- Models of Addiction Assessment&lt;br&gt;- Diagnosis of SA&lt;br&gt;- Screening and Assessing Adolescent</td>
<td>▪ Continue Drug Log&lt;br&gt;▪ Journal Entry #1</td>
<td></td>
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<tr>
<td>5 9/25</td>
<td>FACE-TO-FACE MEETING</td>
<td>▪ Continue Drug Log</td>
<td></td>
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<tr>
<td>6 10/2 ONLINE</td>
<td>Ch 6 Treatment and Treatment Planning&lt;br&gt;Ch 7 Individual Treatment&lt;br&gt;Ch 8 Group Treatment&lt;br&gt;CourseDen reading:&lt;br&gt;- Motivation Interviewing TIPs&lt;br&gt;- NIH Principles of Drug Addiction Treatment</td>
<td>▪ End Drug Log</td>
<td>▪ Chapter Quiz 1 (Ch’s: 1, 3, 4 &amp; 5)&lt;br&gt;▪ Online in CourseDen Quizzes</td>
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<tr>
<td>7 10/9</td>
<td>FACE-TO-FACE MEETING&lt;br&gt;Guest Speaker: TBA&lt;br&gt;The Carroll County Sheriff's Office will provide a Drug Awareness seminar in Ed Center, 2:30-4:30pm. You are encouraged to attend.</td>
<td>▪ Drug Log Summary &amp; Reflection paper</td>
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*All “Assignments” & “Quizzes” are due in CourseDen!*
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>To Prepare for Class</th>
<th>Assignments Due</th>
<th>Online Chapter Quizzes</th>
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</thead>
<tbody>
<tr>
<td>8/10/16</td>
<td>ONLINE</td>
<td>Ch 9 Family Treatment</td>
<td>• Journal entry #2</td>
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<td>The Carroll County Meth Summit is scheduled for 10/17/13. You are encouraged to attend.</td>
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<td>9/10/23</td>
<td>FACE-TO-FACE MEETING</td>
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<td>10/30</td>
<td>ONLINE</td>
<td>Selected populations/Cultural Issues stevens &amp; Smith</td>
<td>• Prepare questions for “Guest Speaker”</td>
<td>• Chapter Quiz 2 (Ch’s: 6, 7, 8 &amp; 9)</td>
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<td>Ch 11 Working with Selected Populations:…</td>
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<td>• Online in CourseDen Quizzes</td>
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<td>Ch 12 Working with Diverse Cultures:…</td>
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<td>11/6</td>
<td>FACE-TO-FACE MEETING</td>
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<td>• End Abstinence Activity</td>
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<td>Guest Speaker: Dr. Michael Garrett</td>
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<td>Topic: Diversity in AOD Couns.</td>
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<td>11/13</td>
<td>ONLINE</td>
<td>Ch 10 Retaining Sobriety: Relapse Prevention Strategies</td>
<td>• 12 step Reaction Paper</td>
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<td>Ch 2 Ethical/Legal Issues in Substance Abuse Counseling</td>
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<tr>
<td>11/20</td>
<td>FACE-TO-FACE MEETING</td>
<td></td>
<td>• Journal entry #3</td>
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<td>11/25 –</td>
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<td>Thanksgiving Break –</td>
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<tr>
<td>12/4</td>
<td>ONLINE</td>
<td>Work Preparation for Assignments and Module 15</td>
<td>• Abstinence Reflection Paper</td>
<td>• Chapter Quiz 3 (Ch’s: 2, 10, 11 &amp; 12)</td>
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<td>• Prepare questions for the guest speaker to discuss in class</td>
<td>• Online in CourseDen Quizzes</td>
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<tr>
<td>12/11</td>
<td>FACE-TO-FACE MEETING</td>
<td></td>
<td>• Speaker Case Study &amp; Discussion</td>
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<td></td>
<td>Final Class</td>
<td>• Course Evaluations</td>
<td>• Prepare questions for the guest speaker to discuss in class</td>
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<td></td>
<td></td>
<td>• Guest Speaker: TBA</td>
<td>• Come to class with questions for the speaker.</td>
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<td>• Topic: Living in an addicted family system…</td>
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<td></td>
<td>• Course Wrap up</td>
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