

MHS 6450- Substance Abuse Counseling

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

CATALOGUE DESCRIPTION

“Course addresses the history, policies, etiology and maintenance factors, diagnosis, and counseling treatments for the abuse of alcohol and other drugs.”

COURSE DESCRIPTION

This course reviews key concepts utilized in substance abuse treatment from both a historical and current perspective, including theoretical models of understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help the student assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are also reviewed from different theoretical orientations. The concept of comorbidity and the interface between substances and psychopathology are closely examined. Additionally, substance use is examined as it relates to issues of diversity.

COURSE PREREQUISITES

Graduate admission is required to register for this course.

GENERAL COURSE OBJECTIVES

1. Provide an overview of the historical developments in the field of drug and alcohol counseling. Emphasis will be placed on the sociological, and psychological factors that influenced the family and the individual, and how drug counseling developed to address these issues.
2. Provide an overview of the psychopharmacology of certain drugs and the physiological and psychological effects of those chemicals on the brain. Provide knowledge concerning addictive behavior and psychopathology related to substance use.
3. Provide an overview of the factors, conditions, antecedents, and criteria to accurately diagnose substance abuse disorders according to the DSM-IV (APA, 1994). Emphasis will be placed on psychosocial methods to assess substance abuse.
4. Introduce basic addiction diagnostic skills by addressing early warning signs and data gathered through interviews, and other roles and functions the mental health service worker provides, including prevention and referral roles.
5. Introduce various techniques of intervention and treatment for substance abuse conditions. Emphasis will be placed on treatment programs that include inpatient, outpatient, individual, group, family, self-help, school, and community interventions.
6. Increase the understanding of self-help groups such as Alcoholics Anonymous, ALANON, and Narcotics Anonymous. Exploration of these groups' structure, philosophy, and efficacy will be emphasized. In addition other treatment methods will be explored and empirical based evidenced will be discussed in terms of effective outcomes.
7. Encourage critical evaluation of the alcohol and drug abuse counseling literature.
8. Address feminist and multi-cultural issues as they relate to assessment, treatment, and outcome of drug abuse counseling issues.

This course meets the CACREP standards:

General: K1b; K3c, K5b, K8d

Mental Health: C1, C3, C6

TEACHING METHODOLOGIES

To provide the student with a variety of learning experiences the following methods of instruction are used in this class.

1. Didactic presentation.
2. Class and small group discussion.
3. Simulation and role-play.
4. Student presentations and library research using on-line data bases (e.g., ERIC, PsychLit)
5. Interview, counseling, and planning observation and training

TEXTS, SUPPLEMENTAL READINGS, AND OTHER MATERIALS

Required:

Readings as assigned.

You are expected to access library resources to complement the textbook

Suggested

- Ackerman, R.J. (1983). Children of alcoholics: A guidebook for educators, therapists, and parents (2nd ed.). Holmes Beach, FL: Learning Publications.
- Alcoholic Anonymous World Services, Inc. (1976). Alcoholics Anonymous. The AA big book. New York: AA World Services, Inc.
- Alcoholic Anonymous World Services, Inc. (1980). The twelve steps and the twelve traditions. New York: AA World Services, Inc.
- Black, C. (1981). It will never happen to me. Denver, CO: M.A. C.
- Deutsch, C. (1981). Broken bottles...broken dreams. Hollywood, FL: Health Communications, Inc.
- Galanter, M, & Kleber, H.D. (1994). Textbook of substance abuse treatment. Washington, D.C.: American Psychiatric Press, Inc.
- Lawson, G., Peterson, J.S., and Lawson, A. (1983). Alcoholism and the family. Rockville, MD: Aspen
- Levin, J.D. (1995). Introduction to alcoholism counseling: A bio-psycho-social approach. New York: Taylor & Francis.
- Lowinson, J.H., Ruiz, P., Millman, R. B., & Langrod, J.G. (1997). Substance abuse: A comprehensive textbook (3rd ed.). Baltimore, MA: Williams & Wilkins.
- Rachel, V. (1987). Family secrets: Life stories of adult children of alcoholics. San Francisco: Harper & Row.
- Woititz, J.G. (1983). Adult children of alcoholics. Deerfield Beach: Health Communications, Inc.

COURSE REQUIREMENTS

Students are expected to —

1. Class discussion and participation
Participation in class discussion and experiential exercises is essential to promote critical analysis and comprehension of primary source material. As part of the participation and discussion part of the evaluation, attend at least 3 AA, ALANON, or NA meetings and write a brief (2-4 page) paper reflecting your impressions, and be ready to discuss your experiences and thoughts. Be sensitive to the therapeutic integrity of these groups. Preferably, attend open groups.
2. Interviews, Reports, and Presentation:
You will develop and implement a strategy to conduct a substance abuse psycho-social evaluation and

report the results in oral and written forms. Based on face-to-face interviews you will submit a written report. The report should include relevant findings related to the history of the interviewees' substance use. Also, the reports must include diagnoses according to the DSM-IV and a treatment plan related to the assessment findings. One brief oral presentation, based on one of the interviews, will be presented in class. The report is due on the day of your oral presentation.

3. Abstain

Choose a substance or activity and abstain from this substance or activity for the semester, usually the first thing that pops into your head is the thing to give up, it may be the hardest thing to give up. Throughout the semester we will discuss and journal on how this is going, at the end of the semester a short paper of the experience will be turned in.

4. Exams:

The final exam will serve as the assessment of student's comprehension of core concepts. The exam is part in the take home, essay format, part class. The first test will be theoretical with short answer and essay questions.

5. Class Participation:

Since substance abuse treatment often contains a strong group emphasis, this class will also emphasize that knowledge and skill by often doing role plays in group settings. Class discussion is also an important aspect of understanding different views concerning substance abuse and its treatment, therefore an interactive class is considered a necessity to developing a thorough understanding of the concepts.

EVALUATION SCORING:

Class room participation	50 points
Exams	100 points
Presentation	25 points
3 papers	125 points
<u>TOTAL</u>	<u>300 POINTS</u>

COURSE GRADING:

A	282-300 Points	≥ 94%
A-	270-281 Points	≥ 90%
B+	258-269 Points	≥ 86%
B	249-257 Points	≥ 83%
C	240-248 Points	≥ 80%
C-	231-239 Points	≥ 77%
F	000-230 Points	< 77%

COURSE POLICIES

1. **Incomplete coursework:** It is the responsibility of the student to insure that she/he completes all coursework, assignments, exercises and examinations as scheduled herein. "Incomplete" as a grade is given only in exceptional, extenuating and unforeseen circumstances. Further, this grade requires both instructor's and the department chairperson's approval, and must follow COE guidelines.
2. All written material should adhere to the guidelines of the American Psychological Association Publication Manual (5th Edition).
3. **Academic Accommodations:** In compliance with the Americans With Disabilities Act (ADA), students who require special accommodations due to a disability must register with the Office of Students with Disabilities (OSD) located on the Boca Raton campus in the Library room 175 (phone 561/297-3880) or on the Davie campus in MOD 1 (phone 954/236-1222), and follow all

OSD procedures. Academic accommodations will be made in this course in accordance with the OSD rules and regulations, and only with the endorsement of that office.

4. **Academic Dishonesty:** Cheating, plagiarism, and other forms of academic dishonesty are not acceptable student behavior and will be dealt with appropriately. Students are referred to the University's Honor Code for guidance.
5. **Available Support Services:** Students are encouraged to make use of the following University resources.
6. The University Libraries include: the S. E. Wimberley Library in Boca Raton, special collections housed in the Broward County Public Library in down town Ft. Lauderdale, a shared-use library with Broward County Community College in Davie, a library on the Mac Arthur Campus, and a shared-use library with Indian River Community College in Port St. Lucy.

The University Center for Excellence in Writing is located in SO 107 on the Boca Campus. Contact the 561/297-3498 for hours and access. An on-line writing center is found at <http://owl.english.purdue.edu/>. These sites may be helpful for achievement of term paper quality noted above..

The Office for Students with Disabilities is tasked with providing academic support to those students with disabilities. Contact them at 297-7880.

Computer Labs are maintained on campus in various campus locations. Consult the FAU web page under Information Resource Management for locations, or call 267-7399.

TOPIC OUTLINE

Note: Readings listed each day are to be read prior to class that day. Additional readings may be handed out in class.

Week #	Date	Class Content and Activities			Student Preparation & Evaluations
		1	2	3	
		Holistic approach			Ch 1
					Ch 1 & 2
					3-4
		Interviewing techniques			Ch 5-6 READINGS
		Understanding addictive behavior			Ch 7,
		psychopathology	Exam 1		11 READINGS
		Working with other professionals	report due	Presentations begin	
		ETHICAL ISSUES			Ch 9 READINGS

Week	Date	Class Content and Activities			Student Preparation & Evaluations
Other addictions					READINGS
Treatment		Treatment planning and design			12 READINGS
Relapse prevention			Group meeting paper		READINGS
Programs AA and other 12 step, inpatient, community					ch 8 READINGS
Programs			Abstain paper due		READINGS
Prevention, kids					READINGS
Human behavior					
Final					

Interview and Presentation

You must inform the interviewee that this is a class exercise, that I will be reading the material from the report, and that you will be reporting your findings to the class. Give the participant the right to refuse participation at any time. Always adhere to the ACA Ethical Guidelines.

The written report may include

Identifying information: Name, date of interview, age, DOB, gender, and marital status.

Uses of drugs: Type, age of first use, frequency of use, date of last use, amount use (solicit specificity).

Financial: Quantity spent on alcohol/drugs, financial implications related to alcohol/drug use.

Experiences of loss of control due to alcohol/drug use: Disinhibition, recklessness, improved performance, decreased anxiety, depersonalization/derealization.

Ask: Is your drinking/drug use a problem for you right now? Length of time the person has been aware of a substance abuse problem?

Problems associated with use of alcohol/drugs: Legal, employment, marital/family, educational, friendships, other (be specific). Explanation of how use is a problem.

Symptoms experienced due to alcohol/drug use: Shakes, blackouts, hallucinations (what kinds), Dts, convulsions, other (specify). Uses of caffeine and tobacco (patterns).

Involvement in treatment programs (AA, NA, CA, other programs): Types and length, outcome.

Previous modes of treatment: Groups, individual, outpatient, detox, other.

Family Hx of addiction and family relationships: Members, quality of relations, age, sex, occupation, whereabouts, description of current relationships. Marital/Partnership history. Relation to parents (both). Family involvement in previous treatment. Who is the participant closest to, why?

Health/Medical: Past illnesses, surgeries, medical procedures. Diet habits. Physical fitness habits and status.

Sexual History: Orientation, pattern, changes in activities, history of STDs, pregnancies, trauma-sexual abuse history. .

Emotional status: Assessment of problem areas, significant people in life related to problem areas.

Psychiatric history (treatment kinds, duration, outcome). Use of psychoactive drugs (history of, current use).

Social Status: Social/recreational activities. Friendships. Daily activity pattern. Identify pattern of activities that may support dependence/use of alcohol or drugs.

Education: Level, skills, description of participant as a student, experience rating, disciplinary problems, and goals.

Vocational: Present job, history of employment (relationship with others, authority). Goals and aspirations.

Legal status: Arrests (time, reason, outcome). Current legal status (parole, pending cases, bankruptcies, lawsuits, any other legal involvements [involuntary hospitalizations, divorce, child support-court ordered])

Cultural/Religious background: Values, beliefs, and practices.

Summary of psychosocial problems identified, diagnosis (DSM-IV, 5 axes), and treatment plans.