

Syllabus

ED 6342: ADDICTIVE DISORDERS **Sul Ross State University** **Summer I 2017**

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Office Hours: Mr. Short does not maintain an office on the university campus. Instructor is available via email and telephone. Telephone conferences are made by arrangement only. Mr. Short will not answer calls during the day. Email should be sent first.

REQUIRED TEXT

Fisher, G. L. & Harrison, T. C. (2013). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (5th ed.). Upper Saddle River, NJ: Pearson.
ISBN: 9780132613248

COURSE DESCRIPTION

Introduces counseling students to the field of addictions, including basic pharmacology, conceptualizations or additions, assessment, models of treatment, prevention, and family issues. Prerequisite: approval of advisor.

STUDENT LEARNING OBJECTIVES

Students will demonstrate:

1. understanding of the problems of substance abuse, including major signs and symptoms, and appropriate methods of assessment.
2. knowledge of a variety of models and theories of addiction related to substance use and other addictions, and various treatment modalities with applicability to chemical dependency.
3. ability to identify the problems and determine appropriate treatment of special and at-risk populations.
4. knowledge of treatment resources in the community for clients with substance abuse problems.
5. understanding of the history, philosophy, and trends in addiction counseling.
6. knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the use and significant others.

STUDENT LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate

student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

TEXES STANDARDS

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TEXES COMPETENCIES

TEXES competencies addressed in this course are:

Competency 001, Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002, Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003, Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006, Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007, Assessment: The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008, Collaboration with Families: The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009, Collaboration with Others in the School and Community: The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010, Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

REQUIREMENTS

Students will:

- participate in online discussions and assigned activities.

- complete assignments and meet assigned deadlines.
- take online quizzes and exams.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

The course grade will be weighted as follows:

Chapter Quizzes	45 points (15 quizzes @ 3 points each)
Midterm Exam	15 points
Final Exam	15 points
Abstinence Experience Analytical Paper	7 points
Abstinence Experience Journals	3 points (3 entries @ 1 point each)
Support Groups Experience Essay	10 points
Discussion Board	+ <u>5</u> points (5 entries @ 1 point each)
	<i>100 total points possible</i>

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

No late assignments are accepted.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

ATTENDANCE POLICY

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. This is a web course and it subject to the **Sul Ross State University Online Participation Policy**. It is the student’s responsibility to check the Discussion Board on Blackboard and their Sul Ross email continuously for the duration of the course. In order for you to remain enrolled in ED 6342, you must reply to the Blackboard Discussion Board “Online Participation Policy” forum by the deadline posted on the schedule contained in this syllabus. It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session, fails to log in, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of “F.” You may access the “Online Participation Policy” forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response. ***You will be expected to check your Sul Ross email inbox Discussion Board forum daily for the duration of the semester.***

ASSIGNMENT DESCRIPTIONS

NOTE: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

Writing Style. Papers must be typed using one-inch margins, 12-point type, and double line spacing, have all pages except the first numbered, and be edited for spelling and grammar. I encourage you to have your work proofread. All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual

(APA Manual). See *American Psychological Association Publication Manual*
<http://www.apastyle.org/stylehelper/>

Follow the instructions for each paper, and be certain to include citations and a References page following APA style.

NOTE: Your writing reflects your professionalism. Papers with multiple errors will receive a reduction in grade.

Support Groups Experience and Essay

Students are required to attend a meeting of **two different support groups**, and to write a two-part essay. The first part of the essay will address the first group attended; the second part of the essay will address the second group attended.

(1) One meeting **MUST** be an *open* Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meeting. (If you are currently in recover and are actively attending 12-step meetings, attend a meeting of one of the alternative types of support group listed in Chapter 10 in your textbook.)

(2) The second meeting must be for **non-addicted individuals** (e.g., Al-Anon, CODA, ACOA).

In the first section of your essay, which should be from 3-5 pages, include the following for the open AA or NA meeting you attended:

- (a) a description of what went on at the meeting;
- (b) your personal cognitive and affective reactions to the people and events;
- (c) an analysis of the advantages and disadvantages of this type of support group in recovery.

In the second section of your essay, which should be from 3-4 pages, include the following for the non-addicted individual support group (Al-Anon, etc.):

- (a) a description of what went on at the meeting;
- (b) your personal cognitive and affective reactions to the people and events;
- (c) an analysis of the advantages and disadvantages of this type of support group.

Create a heading for each group, so that each of the two sections of your paper can be easily seen. Include citations and a Reference page (based on your textbook) following APA style. Include a cover sheet. The cover sheet and the References page are not counted in the minimum length for the essay, which should total a minimum of 8 pages.

NOTE: Remember that these support groups are based on **anonymity**. **DO NOT** announce that you are there on a class assignment. **DO NOT** take notes; you are there to experience the meeting: (Remember that you can always "pass" if people look at you to speak. This is allowed in these meetings, and no one will object.) **BE SURE TO READ CHAPTER 10, "12-STEP AND OTHER TYPES OF SUPPORT GROUPS," BEFORE YOU ATTEND ANY MEETINGS!**

On the underlined Support Group Experience & Essay link on the Assignments page of Blackboard, you will attach your completed essay. Note the due date on the calendar in this syllabus. No late assignments are accepted.

Abstinence Experience, Reaction Journal, and Analytical Paper

(1) Think about an activity you enjoy and engage in on a daily (or very frequent) basis, and commit to discontinuing that activity *for the duration of this course*. The first thing that popped into your mind--and that you rejected because it would be too difficult--is the thing you should choose.

(2) Keep a journal of your cognitive and affective reactions to this experience. You will submit this journal on Blackboard **three times** (see the schedule in the syllabus for the due date for each entry submission). The links to submit each journal entry are found on the Assignments page of Blackboard. Create a **Microsoft Word** document, and type your journal entry. You will have approximately one week in each journal entry. Label each day and date, such as Monday __/__/__, Tuesday __/__/__, etc., and then write your observations regarding your abstinence experience below the appropriate day. Be honest! Save your document with your name, for example, "Smith-Journal #1." I will supply feedback for your journal submission each time.

(3) Write a paper *after* the third journal submission; see the syllabus schedule for the due date for this paper. Include an examination of your use of minimization, denial, rationalization, and projection; an analysis of any slips or relapses; and a discussion of how you believe the experience will affect your work with clients. **DO NOT** simply summarize your journal entries! This paper must include **citations** from your textbook and a separate **References** page. Your textbook can be your only reference; in that case you will only have one entry on your References page. Utilize **APA style** for your citations and Reference entry. The paper, including your cover sheet and separate References page, must be from 6-8 pages in length. Grammar and mechanics count! Be sure to save the paper with your name, for example, "Smith-Analytical Paper." The link to submit your Analytical Paper is found on the Assignments page of Blackboard. Please note that no late assignments are accepted. See the calendar in this syllabus for all deadlines.

Discussion Board

There are 5 separate forums on the Discussion Board. You will be required to make an initial post to each forum, and you will also be expected to respond to one other student in the course on each forum. See the calendar in this syllabus for due dates for each post and response.

Quizzes and Exams

15 Chapter Quizzes, a Midterm Exam, and a Final Exam will be given. All are online and can be found on the Blackboard course site. Note the due dates for each on the calendar in this syllabus. You are responsible for **all** material in the reading assignments.

ADA (Americans with Disabilities Act)

1. Include a statement related to accommodating students with disabilities. *Sample: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .*

For web courses

1. Place the following statement on your syllabus:

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ED 6324 CALENDAR and Due Dates SUMMER I 2017

Schedule is subject to change at the discretion of the instructor. All assignments are due on the date specified no later than midnight CST. No late assignments are accepted.

May 31	Course officially begins.
June 1	Read Chapter 1 and accompanying Lectures and Power Points
June 2	Discussion Board "Online Participation Policy" agreement posting due
June 3	Discussion Board #1 "Introduce Yourself" posting due
June 4	Chapter Quiz—#1 (Introduction) due by midnight CST <i>Email instructor regarding your abstinence choice for the duration of the semester, and <u>begin abstaining and recording your journal entries.</u></i>
June 5	Read Chapter 2 and accompanying Lectures and Power Points
June 6	Chapter Quiz #2 (Drugs) due
June 7	Read Chapter 3 and accompanying Lectures and Power Points
June 8	Chapter Quiz #3 (Models) due
June 9	Read Chapter 4 and accompanying Lectures and Power Points Discussion Board #2 "I'm Surprised, Shocked, or Confused!"
June 10	Chapter Quiz #4 (Diversity) due
June 11	Read Chapter 5 and accompanying Lectures and Power Points Journal Entry #1 due!
June 12	Chapter Quiz #5 (Ethics) due

- June 13 Read Chapter 6 and accompanying Lectures and Power Points
Discussion Board #3 “Close to Home” due
- June 14 **Chapter Quiz #6 (Diagnosis) due**
- June 15 Read Chapter 7 and accompanying Lectures and Power Points
- June 16 **Chapter Quiz #7 (Brief Interventions) due**
- June 17 **MIDTERM EXAM (covers Chapters 1-7)**
Read Chapter 8 and accompanying Lectures and Power Points
- June 18 **Chapter Quiz #8 (Treatment) due**
Journal Entry #2 due!
- June 19 Read Chapter 9 and accompanying Lectures and Power Points
Discussion Board #4 “My Support Groups Experience” due
- June 20 **Chapter Quiz #9 (Relapse) due**
- June 21 Read Chapter 10 and accompanying Lectures and Power Points
Support Groups Experience Essay due!
- June 22 **Chapter Quiz #10 (Groups) due**
- June 23 Read Chapter 11 and accompanying Lectures and Power Points
- June 24 **Chapter Quiz #11 (Families) due**
- June 25 Read Chapter 12 and accompanying Lectures and Power Points
Journal Entry #3 due!
- June 26 **Chapter Quiz #12 (Adult Children) due**
- June 27 Read Chapter 13 and accompanying Lectures and Power Points
- June 28 **Chapter Quiz #13 (HIV/AIDS) due**
- June 29 Read Chapter 14 and accompanying Lectures and Power Points
- July 30 **Chapter Quiz #14 (Other Addictions) due**
- July 1 Read Chapter 15 and accompanying Lectures and Power Points
Analytical Paper due (based on your abstinence experience) and end of your abstinence!
- July 2 **Chapter Quiz #15 (Prevention) due**
Discussion Board #5 “My Experience with Abstaining” due
- July 3 **FINAL EXAM (covers Chapters 8-15)**
Course ends! Celebrate!

Note: Students must check their Sul Ross email inbox daily throughout the duration of the semester. That is the means by which the instructor will communicate with students regarding Blackboard assignment submissions or other course concerns.

