



SYLLABUS

EDUC 6320 Substance Use, Abuse & Addiction

SEMESTER: Summer 1 2017

T & Th 7:00 – 8:00 p.m.

PROFESSOR: Dr. Samuel Garcia, LPC-S

PHONE: (830)703-4823

EMAIL: samuel.garcia@sulross.edu

Required Texts:

Lewis, Todd F. Substance Abuse and Dependence Treatment

ISBN-13: 978-0-13-254265-4

Course Purpose: This course addresses prevention and treatment issues involved in chemical abuse and addictions for persons working in schools, community agencies, and criminal justice facilities.

Course Description: This course will examine the use, abuse and addiction of drugs in today's society. Major emphasis will be placed on the impact of substances use and abuse on the individual and on society as well as a balanced account of the physiological, psychological, and sociological aspects of drug use.

Course Objectives

Upon successfully completing this course, students will be able to:

1. Describe the standard diagnostic and assessment practices employed in the field of chemical dependency counseling.
2. Identify, describe and discuss the addictive properties and symptoms of abuse associated with the following substances: alcohol, marijuana, heroin, amphetamines, cocaine, nicotine, prescription medications, anabolic steroids, and inhalants.
3. Identify and discuss the biological factors associated with substance use, abuse and addiction.
4. Identify and discuss the environmental factors associated with substance abuse and addiction.

5. Identify and discuss the multicultural issues associated with substance abuse and addiction.
6. Identify the legal and ethical issues associated with chemical dependency treatment.
7. Describe and discuss the psychodynamic approach to the treatment of chemical dependency.
8. Describe and discuss the cognitive-behavioral approach to the treatment of chemical dependency.
9. Describe and discuss the family systems approach to the treatment of chemical dependency.
10. Identify and describe the signs and symptoms of fetal alcohol syndrome.
11. Describe and discuss current trends in child and adolescent substance abuse and addiction.
12. Identify and describe the major infectious diseases frequently caused by substance abuse.
13. Describe and discuss various therapeutic approaches.
14. Describe the affects of substance abuse and addiction on the significant others in the life of the addict.
15. Identify and describe effective substance abuse prevention strategies.

Course Structure and Methods of Evaluation:

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

Grading System: The final grade will be determined on the basis of achievement of student learning outcomes and fulfillment of course expectations.

A = 100-90 points B = 80-89 points C = 70-79 points D = 60-69 points F = below 60 points

Collaborative Discussion: 30 points

Weekly Quizzes: 20 points

Movie Reflection Paper: 30 points

Final Exam: 20 Points

Group Enhanced Collaborative Streaming Interaction:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is

very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The spirituality experiences communicated by students add tremendously to everyone's learning in class. Our live *Enhanced Collaborative Streaming* interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will work out a new deadline.

Weekly Quizzes:

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time, but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of **eight (8) quizzes**, and each quiz is worth 2-points of the possible 20 points.

Movie Reflection Paper:

Reflection papers are intended to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The 5-page, double spaced paper has a grade value of 30 points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writhing a reflective paper. All written assignments should be completed on time and with academic integrity. All written assignments should follow APA Guidelines (as detailed in the APA Manual, 6th edition).

Criteria	Superior (30 pnts.)	Sufficient (20 pnts.)	Minimal (10 pnts.)	Unacceptable (0 pnts.)
Depth of Reflection ___ of 10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ of 10 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ of 5 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ of 5 points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jun 1	Introduction: Professor and Students Chapter 3: Federal Drug Administration Schedule of Drugs Article: Stages of Change Quiz 1 Group Collaborative Discussion: Tues. & Thurs, 7:00 pm
Jun. 6	Article: Neuroanatomy Chapter 3: Physiological and Pharmacological Aspects Related to Substance Abuse and Addiction Video: Neurotransmitters and Neurohormones Quiz 2 Group Collaborative Discussion: Tues. & Thurs, 7:00 pm
Jun. 8	Chapter 3: Central Nervous System Depressants Quiz 3 Group Collaborative Discussion: Tues. & Thurs, 7:00 pm
Jun. 13	Chapter 3: Central Nervous System Stimulants Quiz 4 Group Collaborative Discussion: Tues. & Thurs, 7:00 pm
Jun. 15	Chapter 3: Prescription Medications Quiz 5 Group Collaborative Discussion: Tues. & Thurs, 7:00 pm

Jun 20	<p>Chapter 4: Assessment, Diagnosis, and Treatment Planning</p> <p>Assessment Tools: DAST, CAGE, AUDIT, MAST</p> <p>Quiz 6</p> <p>Group Collaborative Discussion: Tues. & Thurs, 7:00 pm</p>
Jun. 22	<p>Chapter 5: Motivational Interviewing</p> <p>Article: Screening, Brief, Intervention, and Referral to Treatment (SBIRT)</p> <p>Quiz 7</p> <p>Group Collaborative Discussion: Tues. & Thurs, 7:00 pm</p>
Jun. 27	<p>Chapter 8: Applying Group theory in the Treatment of Substance Abuse and Addiction</p> <p>Quiz 8:</p> <p>Group Collaborative Discussion: Tues. & Thurs, 7:00 pm</p>
Jun. 29	<p>Movie Reflection Paper Due</p> <p>Final Exam</p>