PSYC614: Substance Abuse and Addiction Counseling
Spring 2015

I. Locator Information:
Instructor:  Dr. Kimberly K. Tran
Course #: PSYC614
Office Location: NERC 219
Semester Credit Hours: 3
Office hours:  T/Th: 9:00 – 11:00 am
Day and Time Class Meets:  Th: 6:00 pm – 8:45 pm
Office Phone:  (910) 672-1575
Or by appointment
Email address: ktran@uncfsu.edu
Total Contact Hours for Class: 3

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: This course is a study of theory and evidence-based counseling practices related to the etiology, neuropsychology, symptoms (as identified in the Diagnostic and Statistical Manual of Mental Disorders), psychosocial correlates, and treatment of substance-related disorders. This course will also incorporate an integrative perspective (e.g., person-centered, systems, cognitive behavioral, and multicultural). It will address issues related to dual diagnosis, explore relevant ethical and legal standards, and provide information on professional certification or licensure. Prerequisites: PSYC 550 and PSYC 612

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct – including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Ms. Linda Melvin
Director, Student Health Services
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

IV. Textbooks:


VI. Teaching Strategies: This course will be taught using the textbook, group discussions, projects, experiential activities, and written assignments.

V. Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the established diagnostic criteria, course, prognosis, comorbidity, and treatment modalities for substance-related disorders.
2. Describe assessment, treatment, services, and supports appropriate to the personal characteristics, SES, cultural identity, gender, and language of the client.
3. Upon completion of participating in a group intervention (e.g. Alcoholics Anonymous, Adult Children of Alcoholics, Al-Anon, Narcotics anonymous meeting) students will be able to Analyze and express insight and empathy for the real world reasons that experiences of people facing addiction and substance abuse/dependency disorders. use and abuse substances.
4. Express comprehension of strategies to facilitate client engagement in treatment and recovery processes and identify barriers to access to treatment and recovery services and resources.
5. Evaluate research and theory on the genetic and neuropsychological origins and processes of substance-related disorders to assess the validity, reliability and appropriate applications of these findings when conducting therapy with clients.
6. Describe and discuss the social construction of addiction and the contextual determinants of addiction and dependency behavior.
7. Reflect on personal strengths and limitations as they related to becoming and effective and ethical substance abuse counselor.
8. Identify and discuss ethical, legal, and professional considerations related to substance abuse counseling.
VII. Course Requirements and Evaluation Criteria

Attendance/Late policy: Attendance and participation in this class is mandatory and failure to attend one class can drop your final score a full letter grade.

Students need to notify me at least 24 hours prior to the class session (or as soon as possible in case of emergency) if they need to miss class for a permissable reason, such as illness or family emergency.

Mobile devices: In alignment with building a constructive and respective classroom learning community, mobile devices are not permitted to be used in class. Please turn off all these devices BEFORE coming to class.

Graded Assignments:

1) Blackboard Postings (20 points each/140 total)
Every other week, students will be expected to respond to a prompt posted in the discussions section of Blackboard. The prompt will cover topics specific to the readings assigned for that week. Postings should be considered academic writing in both structure and content and requires incorporation and citation of salient points from the readings. Students will post their initial response by 11:30 pm of the same day and will need to respond to every other student by the following Sunday at 11:30. Postings will be graded on level of critical thinking and analysis.

2) Class Presentation of Specific Chemical Dependency/Skills Activity (100 points)
Students will be assigned a chemical topic. Your presentation should address the following areas as per your assigned chemical topic. You will post your presentation to the discussion section of Blackboard before your presentation day.

   1) A definition of the chemical and the associated disorder as well as any associated brand or “street names” of the drugs derived from the chemical
   2) History of the drug in the United States
   3) Uses of the drug (medical, recreational, legal vs. illegal)
   4) Scope of the problem
   5) Stereotypes, myths and impressions of the chemical and those who use/abuse the chemical
   6) Pharmacology of the drug
   7) Physiological and Psychological effects of drug
   8) Diagnostic Criteria as per DSM-V

3) Self-help Group Research and Experiential Paper (100 points)
Each student will individually attend an open AA, NA, Al-Anon, or ACOA meeting as an observer/participant and then write a two part paper about that experience. The first part of this paper will include a literature review on self-help and 12-Step groups (3-4 pages). The second part of the paper will be a narrative reflection indicating your impressions and significance of each observation (3-4 pages). Each student should also describe your emotional reaction to attending the twelve step meeting and talking to twelve-step members. You should also briefly speak with at least one member that attended the group. You can locate meetings by doing a google search, checking the telephone book, or calling any substance abuse treatment facility or community mental health center.

4) Final Analysis Paper (100 points)
Each student will reflect upon the research, process and therapeutic interventions associated with substance abuse/dependency and addiction and write a well substantiated final analysis paper. This paper should examine, critique and analyze how the materials in class, the presentations and your own worldview integrate to your understanding of addiction/chemical dependency. The paper must be written in APA style and should not exceed 6-7 pages.
Grading system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Blackboard Posts</td>
<td>140</td>
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<tr>
<td>Class Presentation</td>
<td>100</td>
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<tr>
<td>12-Step Research/Experiential Paper</td>
<td>100</td>
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<tr>
<td>Final Analysis Paper</td>
<td>100</td>
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<td>Total Points</td>
<td>440</td>
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The above grades will be converted to a final letter grade according to the following University grading scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = Below 60%

Policy on Missed or Late Assignments: Assignments must be turned in on or before the due dates unless negotiated otherwise with the professor BEFORE THE DUE DATE.

Policy on academic dishonesty in academic affairs: It is in your best interest, particularly as this a graduate level class, to understand how to use TurnItIn on Blackboard. Any papers that reflect a 10% or more similarity score will be addressed according to the FSU policy on academic dishonesty as outlined in the graduate catalog. The FSU Graduate Catalog states that “Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above.” Acts of dishonesty are prohibited in this class. See FSU Student Handbook for the disciplinary system for academic misconduct.

VIII. Academic Support Resources:
- Smarthinking (via Blackboard)
- University College Learning Center: [http://www.uncfsu.edu/learningcenter/](http://www.uncfsu.edu/learningcenter/)
- FSU Writing Center (x1864) [http://www.uncfsu.edu/writingcenter/](http://www.uncfsu.edu/writingcenter/)
- FSU Career Development Center (x1205) [http://www.uncfsu.edu/CareerServ/](http://www.uncfsu.edu/CareerServ/)
- FSU Center for Personal Development (x1222-1203) [http://www.uncfsu.edu/studentaffairs/CFPD/](http://www.uncfsu.edu/studentaffairs/CFPD/)

Course Outline and Assignment Schedule

**The following dates and structure are subject to change by the instructor**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Readings &amp; Assignments DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Overview of Course</td>
<td>Blackboard Posts:</td>
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<tr>
<td>January 15</td>
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<td>Initial post due by 11:30 pm</td>
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<td>of class day</td>
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<td>Responses due by 11:30 pm</td>
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<td>following Sunday</td>
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<tr>
<td>Week 2</td>
<td>The Nature of the Beast: Definitions &amp;</td>
<td>Chap. 2, 3</td>
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<tr>
<td>January 22</td>
<td>Science of Pharmacology</td>
<td>DUE: Blackboard Post 1</td>
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<tr>
<td>(Online)</td>
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<tr>
<td>Week 3</td>
<td>Models of Substance Abuse Disorders</td>
<td>Chap. 25, 26</td>
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<tr>
<td>January 29</td>
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</tbody>
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| Week 4  | February 5 (Online) | The Debate Over Drugs: The Relationship Between Drugs and Crime  
The Dual Diagnosis Client: Substance Use Disorders and Mental Illness | Chap. 24,36  
DUE: Blackboard Post 2 |
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<tr>
<td>Week 5</td>
<td>February 12</td>
<td>Alcohol &amp; Alcohol Use Disorders (Presentation 1)</td>
<td>Chap. 4, 5</td>
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</tbody>
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| Week 6  | February 19 (Online) | Barbiturates & Barbiturate-Like Compounds                                                      | Chap. 6          
DUE: Blackboard Post 3 |
| Week 7  | February 26         | Benzodiazepines (Presentation #2)                                                               | Chap. 7         |
| Week 8  | March 5 (Online)    | Marijuana  
The Debate Over Legalization                                                           | Chap. 10, 37     
DUE: Blackboard Post 4 |
|         |                     | SPRING BREAK: March 9 – 13, 2014                                                               |                 |
| Week 9  | March 19            | Cocaine & Stimulants to the CNS  
Tobacco Products and Nicotine Addiction (Presentation #4)                                        | Chap. 8, 9, 16  |
| Week 10 | March 26 (Online)   | Inhalants, Aerosols/OTC & Steroids                                                              | Chap. 13, 14, 15  
DUE: Blackboard Post 5 |
| Week 11 | April 2             | Opioids (Presentation #5)                                                                     | Chap. 11        |
| Week 12 | April 9 (Online)    | Hallucinogens                                                                                    | Chap. 12        
DUE: Blackboard Post 6  
Due: 12-Step Research Paper |
| Week 13 | April 16            | Assessment and Intervention Motivational Interviewing                                            | Chap. 27, 28    |
| Week 14 | April 23 (Online)   | The Process of Treatment  
Helping Client Change  
Co-Dependency & Enabling Addiction and the Family                                                | Chap. 22, 23, 29, 30, 31  
DUE: Blackboard Post 7 |
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Relapse, Recovery and Prevention</th>
<th>Chap. 33, 34</th>
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<tbody>
<tr>
<td>April 30</td>
<td></td>
<td>Due: Final Analysis Paper</td>
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### Additional Readings and Resources

**Recommended Texts:**


**Websites:**

- Alcoholics Anonymous [http://www.aa.org](http://www.aa.org)
- Al-Anon & Alateen [http://al-anon-alateen.org](http://al-anon-alateen.org)
- Brown University Center for Alcohol and Addictions Study [http://center.butler.brown.edu](http://center.butler.brown.edu)
- Midwest Addiction Technology Transfer Center [http://www.mattc.org](http://www.mattc.org)
- National Addiction Technology Transfer Center [http://www.nattc.org](http://www.nattc.org)
Substance Abuse and Mental Health Services Administration http://www.samhsa.gov

National Council on Alcoholism & Drug Dependence http://www.ncsdd.org