CPSY 437 001: Substance Abuse Counseling
Spring 2014
Thursdays 7:00 – 9:30 pm  CLC 306
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Course Overview and Objectives

This course will provide students with an overview of the current ethical and professional issues in the practice of substance abuse counseling. The course will provide students with information regarding trends in substance abuse, pharmacology, and the effects of substance abuse on the body. Assessment, treatment planning, and counseling approaches will be explored. Methods for working with special populations will be presented. The course will provide students with current legal and ethical issues.

The primary objectives of this course are: (1) to increase the students’ knowledge and understanding of drugs of abuse, (2) to increase the students’ knowledge of assessment, treatment, and relapse prevention, (3) to increase the students’ knowledge of current issues and trends in substance abuse treatment and counseling, and (4) to increase the students’ knowledge of ethical and legal issues in the substance abuse counseling field.

IDEA Objectives

To facilitate the process for online course evaluations, 3 objectives are indicated as essential or important for this course. The following represent those three:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

School of Education’s Conceptual Framework

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination, the stigma of addiction and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Conceptual Framework Standard CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
Technology

In this course you will use technology to aid you in communicating and locating resources. SAKAI will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library’s *PsychInfo* search engine.

Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the
university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Course Text


Course Requirements

Participation. Students are expected to participate actively in class discussion and demonstrate knowledge of the assigned readings. All readings are required to be read in advance of the class meeting for which they are assigned.

Support Meeting/Paper. Students are expected to attend one open Twelve Step Meeting or SMART Recovery Meeting and write a paper about the experience. What was your impression of the meeting? Did you feel welcome? Were the participants helpful? Would you return to the meeting if you were a recovering person? Was there a particular story that stood out or impressed you?
3 pages, double-spaced-- Due: March 13

Grading rubric
1-3 points “FAIR/POOR” Minimal analysis; did not address questions; little insight; poorly written
4-6 points “GOOD” Good attempt to address questions; minimal insight
7-10 points “EXCELLENT” Shows superior insight; addresses questions; clearly written

Presentation/Paper. Students (Either alone or with one partner) will be presented a case study related to substance abuse counseling. The scope and variety of topics will be discussed in class so that we will have as many different topics as we have students. Topics may range from the discussion of trends in drug use to treatment types and/or current research. Students will present a ten to fifteen minute presentation and write a paper regarding the topic (Pairs may not submit the identical paper.) 6-10 pages, double-spaced-- Due April 24

Grading rubric (presentation)
1-6 points “FAIR/POOR” Did not fully address topic; poorly organized; minimal preparation
7-12 points “GOOD” Described topic adequately; organized; well-prepared
13-20 points “EXCELLENT” Demonstrated knowledge of topic; superior presentation style

Grading rubric (paper)
1-6 points “FAIR/POOR” Poorly written; failed to address topic; minimal research
7-12 points “GOOD” Adequate description of topic; organized and well researched
13-20 points “EXCELLENT” Very well written; organized and well researched.

Evaluation Criteria. Performance will be evaluated according to the following criteria:

Class participation: 10 points
Midterm exam 40 points
Support Meeting/Paper 10 points
Presentation/Paper 40 points  
Total 100 Points

Grading Scale:  
93-100 points = A  
92-90 = A-  
89-86 = B+  
85-83 = B  
82-80 = B-  
79-76 = C+  
75-73 = C  
72-70 = C-  
69 points and below = F  

Assignments are expected on the date due. Late assignments will be accepted with daily point-reduction penalty of 15%. Incompletes are given under extraordinary circumstances. The instructor reserves the right to modify the schedule, assignments, or readings with adequate advance notice.

**Tentative Course Schedule and Reading Assignments**

January 16: Introduction
January 23: Lecture/Discussion (Chapters 1-3)  
January 30: Lecture/Discussion (Chapters 4-10)  
February 6: Lecture/Discussion (Chapters 11-16)  
February 13: Lecture/Discussion (Chapters 17-23)  
February 20: Lecture/Discussion (Chapters 24-27) Review for Midterm  
February 27: **Midterm Exam**
March 6: Spring Break  
            No Class
March 13: Support Group Discussion (Chapter 35) **Paper Due**
March 20: Lecture/Discussion (Chapters 28-31)  
March 27: Lecture/Discussion (Chapter 32-34)  
April 3: Lecture/Discussion (Chapter 36-38)
April 10: Presentations

April 17: NO CLASS

April 24: Presentations
Summary