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.
**Dispositions**

The following dispositions will be assessed in this course: Professionalism, Fairness, and the belief that all students can learn. A rubric describing the assessment of the above will be provided to the students at the first class.

**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.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communication while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards in integrity, communication and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

- [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Diversity**

This 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. How substance abuse is viewed in various cultural settings will be explored.

**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/

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report online or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice, and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline.com

**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 12**

**Grading rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>“FAIR/POOR” Minimal analysis; did not address questions; little insight; poorly written</td>
</tr>
<tr>
<td>4-6</td>
<td>“GOOD” Good attempt to address questions; minimal insight</td>
</tr>
<tr>
<td>7-10</td>
<td>“EXCELLENT” Shows superior insight; addresses questions; clearly written</td>
</tr>
</tbody>
</table>
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 23

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 15:    Introduction

January 22:   Lecture/Discussion (Chapters 1-3)
January 29: Lecture/Discussion (Chapter 4)
February 5: Lecture/Discussion (Chapter 5)
February 12: Lecture/Discussion (Chapters 6-7)
February 19: Lecture/Discussion Review for Midterm
February 26: Midterm Exam
March 5: Spring Break
            No Class
March 12: Support Group Discussion (Chapter 10) Paper Due
March 19: Lecture/Discussion (Chapters 8-9)
March 26: Lecture/Discussion (Chapter 11-12)
April 2: No Class
April 9: Lecture/Discussion (Chapter 13-15)
April 16: Presentations
April 23: Presentations
            Summary