



DOANE UNIVERSITY

SYLLABUS

COU 657 Clinical Treatment Issues in Chemical Dependency

Course Content

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| <i>Course Number:</i> | COU 657 |
| <i>Course Title:</i> | Clinical Treatment Issues in Chemical Dependency |
| <i>Course Dates:</i> | January 8 th – March 10 th |
| <i>Credit Hours:</i> | 3 Credits |
| <i>Instructor:</i> | Kate Speck, PhD, MAC, LADC |
| <i>Office Email:</i> | kate.speck@doane.edu or kspeck2@unl.edu |
| <i>Office Hours:</i> | By Appointment |
| <i>Classroom:</i> | TBA |
| <i>Meeting Times:</i> | Mondays 6:00 pm – 10:30 pm |

Course Description

An exploration of theories and models used to develop techniques for treatment of individuals with chemical dependency. The focus of the course is the study of treatment issues specific to substance abuse disorders, including the assessment of and service delivery to the special populations of adolescents, women and older adults. Issues of sexual orientation, cultural uniqueness, diversity issues with special populations, and developmental influences are reviewed. Clinical issues that shape practice for professionals treating substance use disorders including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. This course investigates ways in which the issues of dual diagnosis disorders, physical

and mental disorders, and family and historical influences affect treatment planning, treatment protocols and service provision for substance dependent individuals. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders, and demonstrate understanding of the impact of those issues on service delivery that surround readiness for treatment, relapse, spirituality and self-help groups for recovery.

Additional Course Description

Professional counselors/therapists must be prepared to effectively address client issues impacted by chemical dependency. This course investigates clinical issues surrounding client populations and theoretical approaches for treatment. Clinical approaches that shape practice for professionals treating substance use disorders including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. Understanding cultural, gender and lifestyle elements of various populations impacted by substance use disorders and treatment approaches to address therapeutic denial, treatment readiness and resistance, minimization, relapse, family dynamics, cross-addiction, co-occurring disorders and theoretical orientation are critical for effective treatment.

Appreciation of clinical approaches to address enabling, relapse, individualized treatment planning, treatment readiness, spirituality and community recovery and self-help group supports are featured in the course materials. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders, and demonstrate understanding of the impact of those issues on service delivery that surround readiness for treatment, relapse, spirituality and self-help groups for recovery.

Course Objectives:

- A. The student will identify the issues that affect substance use disorders for clients, including knowledge of theories and models, in order to develop an application of techniques for treating clients.
- B. The student will develop knowledge of the clinical issues that shape practice for professionals treating chemical dependency including mental and physical health concerns, social and familial histories, elements of enabling, and community methods influencing recovery such as 12 step models of treatment.
- C. The student will identify the various diversity issues with special populations, including cultural dimensions, and developmental influences necessary to assess and integrate these elements into clinical practice.
- D. The student will describe therapeutic skills necessary for treating substance use disorders.
- E. The student will review clinical approaches for addressing treatment issues including the concepts of denial, resistance, and minimization and properties of relapse in chemical dependency.

- F. The Student will examine the role of family dynamics in the addiction process.
- G. The student will discuss the functions of co-occurring disorders related to substance use disorders.
- H. The student will examine cultural dimensions as they relate to substance use disorders including gender, age, and ethnicity.
- I. The student will review and assess the use of treatment approaches and philosophies such as 12 -Step facilitated treatment, spirituality, bio - psychosocial and behavioral treatment models and the use of Motivational Interviewing.

REQUIRED TEXT: Dowieko, H. Concepts of Chemical Dependency, (9th Ed), Publisher: Cengage Learning, **ISBN-10:** 128545717X **ISBN-13:** 9781285457178

SUPPLEMENTAL TEXT: None

Measurement of Outcomes

Assignments (Direct): Weekly reading reflections, case study, and media presentation
Instructor Evaluations (Indirect): Theory of addiction, participation in discussions and participation in course activities.

Instructional Methods

This class will include: Direct lectures, group discussions, course worksheet; current events information and data collection; experiential activities, Blackboard assignments; online resources, web page/blog review etc.

Suggestions for getting the most out of this Course

Successful students will use Blackboard to download weekly information to be used in course activities and well as take an active role in course discussions; provide quality assignments and utilize course resources to inform discussions and assignments, and be prepared for class by reading text and supplementary course reading. Additional suggestions:

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Actively participate during class.

4. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

- 1) Completed worksheet
- 2) **Theory of Addiction** - Develop a 5 page paper with a through discussion of personal theory of addiction
- 3) **Media Presentation** - Develop a media presentation –newspaper, blog, song, video, TV or movie clip that portrays current issues for clients impacted with chemical dependency
- 4) **Case Study** - Create a fictitious case study for course discussion outlining clinical issues with substance use disorders to demonstrate application of treatment strategies; complete a course worksheet to overview course information
- 5) **Weekly Homework Assignments** – Students will demonstrate their understanding of content through reading reflection responses and article critiques
- 6) **Final Project and Formal Presentation** – Students will invite a local professional to present specific population based information; skills counselors need in working with the population and the most effective approaches with the population. A one- page summary of specific issues with the population supported with at least three research-based citations. Due based on course schedule developed by the instructor.

Evaluation Criteria

Final Grade:

The final grade will be based on the following criteria:

- 7) **5% - Completion of Worksheet** – Students will access a worksheet on Blackboard and bring the finished document to class - Due Week 1.
- 8) **20% - Theory of Addiction** – Students will create a 5 page document that describes a system of ideas that explains personal notions of chemical

dependency including individual reactions to substance use disorders Due Week 2.

- 9) **15% - Media Presentation** - Due Week 2 Students will develop a media presentation on current issues impacting clients with chemical dependency including a handout describing the an interpretation of the piece, issues positive or negative which may affect clients, and client reaction in a 1 page handout to be distributed in class. Due Week 3
- 10) **10% - Case Study** – Students will develop a case study featuring clinical issues which will be used in development of approaches for treatment. Due Week 4.
- 11) **25% Weekly homework Assignments** - Reading reflections and article reviews and critique; TAP 21 Knowledge, Attitudes and Skills of Professional Practice; Use of online data resources; Due throughout the course.
- 12) **25% - Final Project - Presentation** - Students will invite a local professional to present specific population based information; skills counselors need in working with the population and the most effective approaches with the population. A one- page summary of specific issues with the population supported with at least three research-based citations. Due based on course schedule developed by the instructor.

Grading Scale:

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| A+ | 100-97 | B+ | 89.9-87 | C+ | 79.9-77 | D+ | 69.9-67 | F | Below 60 |
| A | 96.9-93 | B | 86.9-83 | C | 76.9-73 | D | 66.9-63 | | |
| A- | 92.9-90 | B- | 82.9-80 | C- | 72.9-70 | D- | 62.9-60 | | |

Expectations

1. *Attendance and Participation:* A high premium is placed on class participation. It is expected that students will attend every class meeting and be prepared to participate. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- a) *Full Participation*: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand. Demonstrated ability to listen to and build upon the ideas of others.
- b) *Most Participation*: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- c) *Partial Participation*: Passive participation -- present, awake, alert, attentive, but not actively involved.
- d) *No Participation*: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

Missed Course Sessions: Student inability to attend all course sessions will result in a reduction in points for that course session. There is no makeup work that will take the place of missed sessions. Missing more than one course session will impact the final points accrued for successfully passing the course.

- 2. *Classroom Behavior*: Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.
- 3. *Late Assignments*: Assignments submitted past the due date will have **five points deducted** per day for each day past the due date. The instructor will not be available to help with technological issues the day of class.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

- 3. *Use of Technology*: The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate unless a part of course activities. Special needs should be

discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.

4. *Plagiarism*: All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

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| Tentative Schedule |
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| Date | Topic | Reading Assignment | Assignment Due |
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| Jan 8 - Week 1 | Typical Topics in Addiction History of Addiction treatment - Part 1 | Pre Course Worksheet | Download from Blackboard |
| Jan 15 - Week 2 | Theories of Addiction History of Addiction treatment - Part 2 | Title 172 15 - Nebraska DHHS TAP 21; Theories of Addiction & Implications for Counseling | Personal Theory of Addiction |
| Jan 22 - Week 3 | Media and its impact on addiction clients | Eight Dimensions of Wellness - SAMHSA; 2017 Most Read Articles - selected readings | Media Presentation; Reading Reflection |
| Jan 29 - Week 4 | Social & Cultural Contexts of Substance use Disorders | Challenging Addiction Treatment - Policy, practice & Science; TAP 21; Dowieko - Selected Chapters | Case Study; Reading Reflection |
| Feb 5 - Week 5 | Addiction and its impact on Families | The tipping point in addiction; TAP 21; Dowieko - Selected Chapters | Reading Reflection |
| Feb 12 - Week 6 | Addiction over the Lifespan | "To drink or not to drink?" Abstinence | Reading Reflection; Course |

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| | | and quality of life among recovering people; TAP 21; Dowieko - Selected Chapters | presentation |
| Feb 19 - Week 7 | Clinical Course of Tobacco Addiction; Family roles in addiction | Are children from homes that experience domestic violence at increased risk for illicit drug use in adulthood?; Dowieko - Selected Chapters | Reading Reflection; Course presentations |
| Feb 26 - Week 8 | Problem Gambling; Co-occurring Disorders | Problem gambling has more to do with how you gamble than where you do it; TAP 21; Dowieko - Selected Chapters | Reading Reflection; Course presentations |
| Mar 5 - Week 9 | Gender and Addiction; LGBTQ Issues | When it comes to methadone maintenance treatment, one size does not fit all; Dowieko - Selected Chapters | Reading Reflection; Course presentations |

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the

instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the University of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.

2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.