



DOANE UNIVERSITY

SYLLABUS

COU 657: Clinical Treatment Issues in Chemical Dependency

Course Content

Course Number: COU 657

Course Title: Clinical Treatment Issues in Chemical Dependency

Course Dates: January 3-March 5

Credit Hours: 3 Credits

Instructor: Andrea McGrath, PhD, LIMHP

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Office Hours: By appointment

Classroom:

Meeting Times: Wednesdays, 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 chemical dependency 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.

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.

This course is designed to satisfy partial educational competencies required for the Licensed Alcohol Dependency Counselor (LADC) in the state of Nebraska.

Student Learning Objectives

At the conclusion of this course, students will be able to:

1. 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.
2. 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
3. identify the various diversity issues with special populations, including cultural dimensions, and developmental influences necessary to assess and integrate these elements into clinical practice
4. describe therapeutic skills necessary for treating substance use disorders
5. review clinical approaches for addressing treatment issues including the concepts of denial, resistance, and minimization and properties of relapse in chemical dependency
6. examine the role of family dynamics in the addiction process
7. discuss the functions of co-occurring disorders related to substance use disorders
8. examine cultural dimensions as they relate to substance use disorders, including gender, age, and ethnicity
9. review and assess the use of treatment approaches and philosophies such as 12-step facilitated treatment, spirituality, biopsychosocial and behavioral treatment models and the use of motivational interviewing.

REQUIRED TEXTS:

Dowieko, H. E. (2018). *Concepts of chemical dependency* (10th ed.). Cengage Learning.

Supplemental Readings

Additional resources, including articles, book chapters, and other supplemental readings will be provided to students on Canvas.

Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included.
2. Complete all reading assignments prior to class meeting times
3. Actively participate during class

Course Requirements

1. Weekly Homework Assignments

Canvas | 25 Points Total | Due Weekly

- Students will complete weekly homework assignments using information gained from the week's assigned readings. Individual assignment descriptions can be found on Canvas. Each assignment will be graded for analysis, critical thinking, and synthesis.
- Will be evaluated using the rubric provided on Canvas.

2. Theory/Model of Addiction Handout

Canvas | 10 Points Total | Due Week 3

- Students will choose a model/theory of addiction that best fits their understanding of substance use and addiction. Students will create a 1-page informational handout outlining the theory, including the origins of the theory, how the theory conceptualizes addiction and recovery, how the model is used/seen currently, and strengths/limitations of the theory. Handouts are due to Canvas 6:00pm Week 3.
- Will be evaluated using the rubric provided on Canvas.

3. Special Issue or Population Presentation

Canvas | 25 Points Total | Due Weeks 4-7

- Students will create a 30 minute presentation based on a current clinical treatment issue regarding substance use or considerations for a special population regarding substance use. Students presenting on a current clinical treatment issue must define/describe the clinical issue, provide a timeline of the issue, and provide implications for counselors. Students presenting on a special population must describe/define the population, provide information on substance use rates, patterns, and trends within the population, and provide implications/clinical considerations for counselors. Students must also provide a one page handout for peers with the key information from the presentation. Topics must be approved by instructor no less than two weeks before the scheduled presentation date. Students must utilize at least three peer-reviewed references outside of the course texts. Presentation materials and handouts must be uploaded to Canvas for evaluation. Presentation materials are due at 6:00pm on the date of the scheduled presentation.
- Will be evaluated using the rubric provided on Canvas.

4. Case Study

Canvas | 25 Points Total | Due Week 9

- Students will develop a case study based on a fictional character. Students will provide a brief biopsychosocial description of the client, including their history and patterns of substance use. Students will identify any clinical considerations based on client's cultural and social factors (age, pregnancy, race/ethnicity, gender, sexual orientation, family system, military, homelessness, disability) and identify how these factors impact substance use and recovery for the client. Students will provide a DSM-V diagnosis for substance use disorder, any co-occurring mental health disorders, and applicable Z-codes. Taking into account the clinical considerations mentioned above, students will make clinically relevant and culturally responsive treatment recommendations. Case study is due to at 6:00pm Week 9.
- Will be evaluated using the rubric provided on Canvas.

Critical Learning Analysis (CLA)

Canvas | Complete/Incomplete | Due Week 9

Students are required to complete and submit a CLA to Canvas. This assignment must be submitted in order to receive a final grade for the course.

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

Weekly Homework Assignments	25 points
Theory/Model of Addiction Handout	10 points
Special Issue Presentation	25 points
Case Study	25 points
Class Participation	15 points
Critical Learning Analysis	Complete/Incomplete
Total Possible Points	100 Points

Grading Scale

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		

Tentative Course Schedule

Week/ Date	Topic	Required Readings	Weekly Assignments
1	Course Introduction Substance Use Disorders Theories of Addiction	Chapters 1-2	Week 1 Homework (in class)
2	Substance use in Children and Adolescents	Chapters 17, 20, 21	Week 2 Homework
3	Substance use in special populations	Chapters 18, 19, 22	Week 3 Homework Theory/Model of Addiction Handout Due
4	Substance use and families	Chapters 23-24	Week 4 Homework Special Issue Presentations
5	Introduction to Treatment	Chapters 29-30	Week 5 Homework Special Issue Presentations
6	Treatment Process	Chapters 31-32	Week 6 Homework

			Special Issue Presentations
7	Treatment	Chapters 33-34	Week 7 Homework Special Issue Presentations
8	Infections Disease, Treatment Supports	Chapters 35-36	Week 8 Homework
9	Legalization and Crime	Chapters 37-38	Week 9 Homework Case Study Due

Classroom Policies & Expectations

1. **Classroom Behavior:** Students are expected to engage in respectful and professional behavior in the classroom. This includes engaging in course content and discussion, contributing to a collaborative environment, and being on time and prepared for class.
2. **Late Assignments:** Students will receive a **10% deduction per day** for all late assignments. The instructor will not be available to help with technological issues the day of class. Any in-class assignment must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. 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:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your 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 will, at minimum, be given a zero for that assignment and possibly reported to Academic Integrity. Unicheck is utilized to check for plagiarism on academic papers submitted to Canvas. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system.

Course Declarations

Canvas Usage: Canvas 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 Canvas.

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 COE Graduate Programs Division Chair 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.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

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.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.