Substance Abuse Counseling

APPL621

Location: LC 205

Alyssa Dietz, M.S.

Spring 2015

Tuesdays 5:30-8:00 pm

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| **Contacting the Instructor** |
| **Office:** | LC 410  |
| **E-Mail:** | adietz@ubalt.edu |

## Course Description

## This course will provide a review of current literature regarding the etiology, psychology, risk factors and social phenomena associated with substance (including alcohol) use and related disorders. It emphasizes evidence-based contemporary and traditional treatment methods employed by outpatient clinics and inpatient units. The course meets the State of Maryland LCPC licensure requirement for a course in Alcohol and Drug Counseling. It is geared toward the student of professional counseling. Graduate courses in counseling theory and counseling techniques (APPL 606) are prerequisites for this course.

## Course Objectives:

Through reading, instruction, observation, and experiential methods, by the end of the course students will be able to:

1. Describe the major theories of the etiology of substance use disorders

2. Discuss and use assessments and screening tools that are used for people with suspected substance use disorder(s)

3. Describe the major approaches to treatment of substance use disorders

4. Describe the evidence base that exists for various treatments (and modalities) for substance use disorders

5. Discuss and effectively use the major skills of Motivational Interviewing

6. Create, implement, and evaluate systems of continuing assessment/treatment monitoring

## Required Texts:

## Substance Abuse Counseling by Lewis, Dana, & Belvins, 5th edition. ISBN = 9781285454375

## Motivational Interviewing by by Rollnick & Miller. 3rd edition. ISBN = 9781609182274

## Suggested Text:

1. *Building Motivational Interviewing Skills: A Practitioner Workbook* by Rosengren, 1st edition. ISBN = *9781606232996*

## Expectations:

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| **Technology** | **Expectations for Use** |
| **E-mail:** | Check e-mail at least 3 times per week to obtain course announcements. |
| **Attendance:** | You are expected to attend each class. Attendance is not measured directly, however please see assignments below.  |

## Evaluation Procedures

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| --- | --- | --- |
| **Grade Categories** | **Description of the requirements** | **Points Possible** |
| **Discussion Questions** | Students will submit 2 thoughtful/inquisitive discussion questions for each week’s assigned readings. Questions are to be submitted via Sakai no later than 9:00am on class day. Students will take turns asking their questions of their peers during in-class discussions. Questions are NOT required for the first week of class, i.e., the first set of discussion questions are due on 2/3/15 at 9:00am. In addition to submitting them on Sakai, students are required to add them to a Google document.  | 5 points x 12 classes = **60 points** |
| **Attendance/****Participation** | Participation (70 points – 5 points/class). The teaching format is lecture, discussion, and audiotape/ videotape, and role-plays, demonstrations and exercises. . The bulk of learning will not come from the text but rather in-class participation, and as such is participation is required. Participation can come in the form of questions, comments, or class discussion appropriate for a classroom setting. You will also be asked to participate in role-plays, and demonstrations. I know this can be a bit anxiety-provoking, but practice and feedback is one of the best ways to learn. If you are not present on a given class day, you will lose your participation points. One class may be missed without penalty.  | 5 points x 12 classes = **60 points** |
| **Behavior Change & Assessment Project** | Choose a behavior in your life that you want to change – it can be anything as long as it is a measureable behavior (e.g., smoking, cursing, exercising, etc.). Design an intervention plan with complete evaluation design (select pre, continuing, and post assessment measures). The reflection should be a 2-3 page section about your experience with attempting to change your behavior, your results, and how this exercise may influence the way you work with future clients.Interim deadlines: * **Week 3**: Submit a brief (5-10 sentences) description of the behavior, including an operational definition.
* **Week 4**: Submit a Behavioral Analysis and select measures to evaluate yourself pre/during/post.
* **Week 5**: Submit at least 1 week of data on baseline frequency and quantity. Please submit these in graph or table form.
* **Week 6**: Submit an intervention plan outline. It should be no longer than a page, be focused on concrete steps you will take, and reflect your stage of change.

Your grade will NOT be based on the degree you changed the behavior, but on your application of principles, information and skills related to addiction treatment, as well as writing mechanics and related areas. | Identified Behavior = 5 Functional Analysis= 20 Measure Selection =25 One week baseline =5 Intervention plan = 25 Results = 25 Relapse Prev. Plan =20 Reflection = 25 **=** **150 points** |
| **MI Self-Evaluation Project** | Students will choose a partner from class. Each student will “real play” a scenario for his or her partner (who serves as the therapist). Students will record an approximately 20-30 minute mock therapy session (which is NOT to be rehearsed or planned ahead of time) during which each student will attempt to use the basic skills of MI. After the recordings are made, students will watch their tape, transcribe the session, and evaluate themselves using the MITI (to be provided by the instructor). After the evaluation, students will write a 2-3 page reflection paper about the experience. Students should discuss their strengths and weaknesses, level of comfort, and when/how/if they see MI fitting into their professional identity.  | **50 points** – complete/correct MITI**50 points** – reflection paper = **100 points** **total** |

**Course Grades – Assignment grades will be posted on Sakai**

* To determine course grade, sum all points earned and compare your total with this chart:

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| --- | --- |
| **Points Earned** | **Letter Grade** |
| 360 - 400 | A |
| 320 - 359 | B |
| 280- 319 | C |
| 240-279 | D |
| 239 and below | F |

## Academic Integrity

## Academic Dishonesty/Cheating

* Cheating is a violation of student academic behavior standards. The common forms of cheating include:
	+ Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of a course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.
	+ Plagiarism: whereby another’s work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another is plagiarizing.
	+ The Academic Integrity Policy for the Yale Gordon College of Arts and Sciences, College of Public Affairs and Merrick School of Business can be found at <http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity>

**Accommodations for Students with Special Needs –**

* + Accommodation for students with special needs can be set up through the Center for Educational Access. For information see <http://www.ubalt.edu/campus-life/center-for-educational-access/index.cfm>

**Resource Centers for Students:**

* Achievement and Learning Center <http://www.ubalt.edu/academics/academic-support/achievement-and-learning-center/index.cfm>
* Langsdale Library <http://langsdale.ubalt.edu/>
* Technology Services <http://www.ubalt.edu/about-ub/offices-and-services/technology-services/index.cfm>
* The Counseling Center <http://www.ubalt.edu/campus-life/counseling-services/index.cfm>
* Office of Community Life and Dean of Students <http://www.ubalt.edu/about-ub/offices-and-services/dean-of-students/index.cfm>
* Sakai Support ubsakaisupport@ubalt.edu; 1-855-501-0856

**Course Schedule**

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| **Date** | **Topic** | **Required Reading** | **Assignments Due** |
| 27-Jan | Syllabus Review // Introductions // SUD: differences between DSM IV-TR & DSM 5 | How to read a research article |  |
| 3-Feb | Substance Abuse Counseling  | Ch. 1 - SAC |  |
| 10-Feb | Assessment and Treatment Planning | Ch. 4 - SAC | Identified Behavior due |
| 17-Feb | Helping Clients Change | Ch. 5 – SAC | Behavioral Analysis & Measure Selection due |
| 24-Feb | Group Work | Ch. 6 – SAC | One week baseline due |
| 3-Mar | Maintaining Change  | Ch. 7 – SAC | Intervention plan due |
| 10-Mar | Working With Families | Ch. 8 - SAC |  |
| 17-Mar | **Spring Break ☺** |  |  |
| 24-Mar | Program Planning and Evaluation | Ch. 9 - SAC |  |
| 31-Mar | What is MI? // Research Support | Section I,Ch. 27 - MI |  |
| 7-Apr | Engaging: The Relational Foundation | Section II - MI |  |
| 14-Apr | Focusing: The Strategic Direction | Section III - MI |  |
| 21-Apr | Evoking: Preparation for Change | Section IV – MI | Results, Relapse Prevention plan, and Reflection due |
| 28-Apr | Planning: The Bridge to Change | Section V - MI |  |
| 5-May | MI in Everyday Practice | Section VI - MI |  |
| 12-May | **\*\*MI Self-Evaluation Project Due\*\*** |  |  |

 \*\*The syllabus is a tentative guide, and the instructor reserves the right to make changes