REHB 590
Coexisting Disabilities: Alcohol, Drugs, and Disability
Spring 2016

COURSE SYLLABUS

Credit Hours: 3
Location & Time: Rehn Hall 323, 1pm – 4pm
Instructor: D. Shane Koch Rh.D, CRC, CSADC, AADC  Teaching Assistant: Garcia Farquharson
Email: dskoch@siu.edu  Email: garciaf@siu.edu
Office: 311A Rehn Hall  Office: Rehn Hall 329
Phone: 618-453-8949  Office hours: by appointment only
Office Hours: Mon 10-12 & 1-3pm, Weds 1:30-4pm

Course Description

This course will provide graduate students in rehabilitation with the opportunity to undertake an in-depth analysis of the impact of alcohol and other drug abuse (AODA) on the lives of persons with disabilities. Persons with disabilities experience AODA disorders at rates that greatly exceed those experienced by individuals in the general population. AODA disorders significantly affect adjustment/adaptation to disability as well as impede the rehabilitation process. The major goals of this course are to facilitate student understanding of the models of coexisting disabilities, interaction of AODA disorders and other disabilities, impact of AODA on adjustment/adaptation to disability, impact of AODA on vocational rehabilitation and employment of persons with disabilities; and methods for both individual intervention and systems intervention for coexisting disabilities.

Course Objectives and Learning Objectives

1. After completing this course, the student will be able to:
   a. Understand the diagnostic criteria for substance use disorders (SUDS) and screen for SUDS.
   b. Understand the bio-psychosocial model of SUDS and the application of this model for persons with disabilities.
   c. Identify the ways in which SUDS impede successful adjustment/adaptation to disability and respond to those impediments through successful modification of rehabilitation interventions.
   d. Identify and recognize how AODA disorders affect the delivery of rehabilitation services and develop a clear understanding of strategies that may be utilized to modify service delivery systems to overcome those challenges.
   e. Interact with leading researchers in the field of coexisting disabilities and become familiar with “cutting edge” research on specific disability groups.
   f. Complete a literature review (15-20pp conceptual paper) on a specific coexisting disability population and formulate their own approach to addressing the individual and systemic challenges that occur within that population.
The student will also be able to:

1. Articulate the individual and systemic challenges that are present when coexisting disabilities occur.
2. Compare and contrast the characteristics of the different types of coexisting disabilities.
3. Prepare rehabilitation plans for specific disability groups.
4. Design systems interventions for specific disability groups.
5. Develop their ability to interact and collaborate with leading researchers in this field of study.
6. Analyze the evidence for the effectiveness of various treatments and service programs for persons with coexisting disabilities.

**Required Texts:**


**Assigned Readings:**


Evaluations:

1. **Exams (200 points):** There will be 2 exams (Essay). Each exam will be worth 100 points. Exams will assess your ability to critically evaluate larger conceptual issues presented in the course. Students will respond to questions previously utilized in preliminary exams. *Makeup exams will only be allowed for extreme and documented emergencies, and permission must be obtained from the instructor prior to the scheduled exam to take a rescheduled makeup exam.* If you know in advance that you will not be able to complete a scheduled exam because of extreme circumstances, arrange to take the exam at another time with the instructor as soon as possible. Students who arrange to reschedule an exam but fail to take the exam will receive a zero for that exam. Students MUST work independently to complete the exams and responses to questions on the exams are expected to have been drawn from the readings. Students’ opinions, therefore, must be informed by the research literature in order to be considered as appropriate responses.

2. **Reference List: (20 pts):** Students will prepare an APA style reference with at least 20 peer reviewed references that they expect to use in their final research paper.

3. **Weekly Quiz (60 points):** Students will be asked to complete weekly quizzes online. Each quiz will be in essay format and will cover the required readings for that week. Typically there will be two essay questions with each question being worth 10 points. Plan to spend about one half hour responding to the quiz online. Students MUST work independently to complete the quizzes and all quiz responses are expected to have been drawn from the readings. Students’ opinions, therefore, must be informed by the research literature in order to be considered as appropriate responses.

4. **Research Paper (200 points):** Students will be required to complete a research paper (18-25 pages) in APA style focused on a specific coexisting disability. Please consult the APA style manual (6th Ed.) for specific instructions guiding preparation of this paper. Points for this paper will be awarded based on: adherence to APA style (50); conceptual clarity (50); review of the literature (50); utilization of the broad research literature and course materials to support the conclusions and recommendations of the paper (50). *Late papers will not be accepted and will not be graded without a written medical excuse.*

5. **Class Participation (160 points):** Beginning in week two there will be discussion boards open with specific threads related to the required course readings. Students will be expected to respond to the questions posted by the instructor as well as to participate in discussions generated by their peers and the instructor.

6. **Peer Evaluation (Paper Review) (25 points for each review):** During week 13 (April 14) of this course students will be asked to review and grade their peers papers
utilizing the rubric provided above. Students will be asked to provide comprehensive feedback to their peers and a copy of these paper reviews should be submitted on D2L dropbox no later than **April 14, 2016**.

Letter grades will be determined as follows:

- **A** = 93-100% of total points
- **B** = 85-92% of total points
- **C** = 85% and below

If you wish to drop this course, you must do so prior to the date designated by the university *(The next time this course will be offered is 2018)*. A grade of Incomplete will be given under the conditions specified in the university catalog.

**Academic Dishonesty**

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code (http://intranet.siu.edu/~docedit/other_policies/index.html) that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the sanctions which may be imposed for violation of this code. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

**Emergency Procedures.**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

*The instructor is committed to equal opportunity in education for all students, including those with documented disabilities. It is the responsibility of students with documented disabilities to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments.*
Documentation is to be provided and accommodations are to be arranged with Disability Support Services.

Course Calendar and Weekly Assignments: Available on Desire to Learn (D2L)

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<tr>
<th>Week 1</th>
<th>January 21</th>
<th>Introductions, review of Syllabus, course overview and requirements</th>
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<td>Week 2</td>
<td>January 28</td>
<td>What is Addictions? Models, Theories, Concepts Discussion Boards</td>
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<td>Week 3</td>
<td>February 4</td>
<td>Assessments and Diagnosis Discussion Boards Quiz #1</td>
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<td>Week 4</td>
<td>February 11</td>
<td>Therapeutic Approaches and Treatment Planning Discussion Boards Quiz #2</td>
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<td>Week 5</td>
<td>February 18</td>
<td>Co-Occurring Disorders Discussion Boards Quiz #3</td>
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<td>Week 6</td>
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<td>Coexisting Disabilities Discussion Boards Quiz #4 Reference List Due</td>
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<td>Week 7</td>
<td>March 3</td>
<td>Special Topics and Challenges in Addictions Treatment Discussion Boards Quiz #5</td>
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<td>Week 8</td>
<td>March 10</td>
<td>Midterm, Exam I</td>
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<td>Week 9</td>
<td>March 17</td>
<td>Spring Break ------ (No Class)</td>
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<td>Week 10</td>
<td>March 24</td>
<td>Legal and Ethical Issues Discussion Boards</td>
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<td>Week 11</td>
<td>March 31</td>
<td>First draft of Research Paper due Discussion Boards Quiz #6</td>
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<td>Week 12</td>
<td>April 7</td>
<td>Discussion Boards</td>
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<td>Week 13</td>
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<td>Peer evaluations due</td>
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<td>Week 14</td>
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<td>Discussion Boards</td>
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<td>Week 15</td>
<td>April 28</td>
<td>Second/Final draft of Research Paper due</td>
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<td>Week 16</td>
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<td>Discussion Boards</td>
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<td>Week 17</td>
<td>May 9-13</td>
<td>Finals Week, Exam II</td>
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