

REHB 558, Fall 2016
Rehabilitation of Special Alcohol
And Drug Abusing Populations
Northwest Annex

Instructor:

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Office hours: Wed.-Friday by appointment

Required Text(s):

- Meyers, P. L. (2007). *21st Century Research on Drugs and Ethnicity*. New York: Haworth Press.
- Addressing the Needs of Women and Girls, SAMSHA, 2011. Free download at: <https://store.samhsa.gov/shin/content/SMA11-4657/SMA11-4657.pdf>
- Improving Cultural Competence, SAMSHA, 2014. Free download at: <http://store.samhsa.gov/product/TIP-59-Improving-Cultural-Competence/SMA14-4849>
- Some journal articles and chapter scans may be posted on D2L by the instructor.

The following are recommended texts, not required:

- Kelly, V. A., & Juhnke, G. A. (2005). *Critical incidents in addictions counseling / edited by Virginia A. Kelly, Gerald A. Juhnke. Alexandria, VA. : American Counseling Association.*
- Krestan, J. (2000). *Bridges to recovery: Addiction, family therapy, and multicultural treatment*. New York: Free Press.

I. Course Description:

Research has shown over the years that overall drug use in the U.S. varies little by race and ethnicity. There is however, differences in drug use patterns. The emphasis of this course is on the characteristics, assessment, rehabilitation, and unique problems of substance abusers within specific populations. An equally critical component is the role of classism, power and privilege relative to treatment access and individual experiences. These important issues will be explored in this course.

II. Course Objectives and Outcomes

Objectives	Assessment
Comprehend and apply research related to the scope and breath of alcohol and drug abuse problems within diverse populations	Course readings, individual and team research, writing assignments, exams and group discussions
Identify the characteristics and unique needs of substance abusers and those at risk for substance abuse within specific populations. Develop a deeper awareness of the impact of individual cultural attitudes, values and beliefs on the actions and role of the professional counselor, demonstrating insight for future growth.	Course readings, writing assignments, group discussions, exams Written assignments, discussions, professional behavior.
Development of new insights into the role of social class and culture on assessment, diagnosis, treatment prevention and case management with diverse populations	Course readings, discussions, written assignments, and examinations

III. Course Structure: Lecture and discussion, coupled with experiential learning activities.

IV. Course Requirements:

- a. **Quizzes:** Your knowledge of the course content will be assessed in part by 4 quizzes. These will include multiple choice, true and false, matching, and short answer questions.
- b. **Journal Article Review:** Science is continually evolving which influences contemporary counseling research and practice. Therefore, to stay current with these changes, each student is required to review one research article from a professional, peer-reviewed substance abuse counseling or related journal, dated no later than 2014. This assignment requires a concise and INFORMAL (15 minute maximum) review of an article for the class. Handouts/power points slides are optional not required.

To receive full points, you must include the following in your article review:

- Title of article, name of journal, and date of publication
- Purpose/objective of the study or article.
- A brief description of the methodology. Describe only the basic, key points.

- Present your careful analysis of the article. Identify both the theoretical and practical strengths and weaknesses of your article. Relate the content of the article specifically to substance abuse counseling and diversity issues.
- Present what questions this article raised for you.
- Have ONE discussion question for the class?

Important: Put an electronic copy of your article in the assigned D2L folder for the class to access if they choose. Bring a hard copy to the instructor on the evening of your presentation. Dates will be determined on the 2nd class, according to chosen topic and scheduled course assignments.

- c. Contemporary Issues Presentation:** Students will present on a topic of their choice related to diverse populations and substance abuse issues. The presentation should follow the guide that I have provided for you on D2L. This is a more formal presentation and any learning aids you can identify will be useful (media clips, power point, etc.). Use your creativity to make this presentation interesting. The following are required for full points:

References (5 minimum) *Students must cite each of these five references in the course of their presentation.* All references must be from recent substance abuse counseling or related professional, peer-reviewed journal articles and books. You may include publications from related government agencies (National Institute of Health, SAMSHA, etc.)

V. Grading

Quizzes = 200 points (4 @ 50 points each)

Journal Article Review Presentation = 100 points

Contemporary Issues Presentation = 200 points

Grading Scale:

A	470-500
B	430-469
C	370- 429
D	320-369
F	Below 320

All grades will be posted and updated on D2L throughout the course of the semester. It is your responsibility to monitor your grades and to notify the instructor of any errors or omissions prior to the last week of class

VI. Professional Behavior

Attendance and Participation:

In-class contribution is an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can also be instructive and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way.

Everyone should arrive in class on time. Repeat tardiness will result in a reduction in your grade. One absence for illness or other is allowed per student. If there is a death in the family, serious illness or other unavoidable absence which lasts more than one class period, your individual situation will need to be discussed with your assigned instructor. If you discontinue attendance AND DO NOT notify the instructor of your intention to withdraw, you will be given a FAILING grade.

Technology:

There will be no cell phone use or texting during class. If you have an emergency call, please take your call outside of the classroom. Laptops/tablets may be used during lecture but not during quizzes.

VII. Southern Illinois University Policy

Reasonable Accommodation: This document is available in alternative format on request. Any student with a documented disability that may interfere with learning in this course should see the instructors privately, after class or during office hours. Students needing accommodations should register with Disability Support Services (DSS) in Woody Hall–B-150, (618) 453-5738 or www.siu.edu/dss. The instructors are committed to equal opportunity in education for all students, including those with a documented disability. However, it is the responsibility of students with a documented disability to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments.

Confidentiality Policy: Self-disclosure is encouraged as it deepens and personalizes the learning process. At the graduate level each of you should have a common respect for each

other's privacy and dignity. Confidentiality is an ethical responsibility for counseling professionals and is required for this course.

Diversity Policy: Active discussion will be encouraged. Please respect each other's point of view. Offensive language or remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or any other ascribed status will not be tolerated.

Plagiarism / Academic Dishonesty: In this class, there will be "zero-tolerance" for plagiarism. *Turn It In*, a plagiarism checker will be used on all written assignments including exams. Plagiarism, is defined as representing another's work as one's own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another's work (either word-for-word, or paraphrase by word substitution or order modification); or using another's written or spoken theories, hypotheses, ideas, opinion or statistics when they are not "common knowledge"; or using another's tables or graphics. In all instances of using another's work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the "first or latest" offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student's file. Moreover, students are responsible for making themselves aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as 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 (p. 18).

Emergency Procedure: 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.