SYLLABUS
REHB 471-Spring 2014
Substance Abuse Treatment
NW Annex Room 132
Tuesday, 2-5 pm on class meeting days

Instructor: Jane L. Nichols, PhD, LCPC, CRC
Email: This is the best way to reach me as I am not always on campus at my phone. Please email me whenever possible via D2L. My address is located in the student contact list. If that is not possible, an alternate address is jlnichols@siu.edu.
Phone: 618-453-8291 or 618-536-7704, administrative office.
Online Office Hours: I will respond to all email within 24 hours Monday through Friday. I do not guarantee that I will respond over the weekend. If I am unavailable during the week, I will notify the class using the News board in D2L prior to such absence.

I. Required Texts:
1) Developing Clinical Skills for Substance Abuse Counseling, by Daniel Yalisove
2) Treatment Improvement Protocol (TIP): The following publications can be downloaded free of charge, online at SAMSHA http://www.samhsa.gov/ Look under publications, addictions:
   • TIP 34 Brief Interventions and Brief Therapies for Substance Abuse
   • TIP 35 Enhancing Motivation for Change in Substance Abuse Treatment
   • TIP 42 Substance Abuse Treatment for Persons with Co-Occurring Disorders

II. Recommended Texts:
Introduction to Addictive Behaviors, Fourth edition, Dennis L. Thombs

III. Reference Texts and Websites:
   • The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine. Website: http://www.asam.org/

IV. Other Reading: Other reading will be assigned and provided to the student on D2L. The student will also be asked to view webcasts and online videos as part of this course.
V. Technology:

The student will need to have access to a computer and the student must be familiar with the operations of D2L for this class. This includes downloading and uploading material, use of discussion board and chat rooms, and using the PANAPTO lecture viewer. Be sure that the student can open and read the students own submissions, and that they are in a format that is compatible with Windows, to assure that the instructor can open those documents as well. Questions regarding the use of D2L or problems with D2L should be directed to the Center for Teaching Excellence, (618) 453-2258.

VI. Course Description

This course is being offered in a hybrid format. This means we will be meeting in person and the student will have work to do online. Please see the course schedule for in persona meetings. They will comprise about 40% of the class. The reaminnig time the student will particpate in online activities including lecture, video, some discussion and other activities.

The objective of this course is to provide a comprehensive examination of substance abuse treatment and rehabilitation; focusing on various treatment approaches, treatment settings, and types of counseling to include an overview of individual, group and family techniques. The concept that alcohol abuse is a continuum from intervention through continuing care is emphasized. This course acquaints the student with evidence based theories, models, stages and functions of alcohol and drug abuse treatment. The counselors role in treatment is addressed.

VII. Course Objectives and Outcomes

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<tr>
<th>Objectives</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Determine the scope of alcohol and drug abuse treatment</td>
<td>Course readings, interviews, discussions, journal</td>
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<tr>
<td>Distinguish treatment of alcohol and drug abuse along a continuum of services</td>
<td>Course readings, interviews, discussions, journal</td>
</tr>
<tr>
<td>Interpret the 12 core functions of alcohol</td>
<td>Course readings, discussions, written</td>
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and drug abuse counseling assignments, journal and examinations

Analyze theories, models, and contemporary issues related to alcohol and substance abuse treatment Individual research, course readings, interviews, discussions, written assignments

Identify the process of providing comprehensive treatment services Written assignments, dyad assignment, and discussions

Utilize knowledge in matching appropriate treatment services to client needs. Written assignments, dyad assignment and course readings

Write an individualized treatment plan Written assignments, discussion

Complete a client assessment Written assignments, discussion

VIII. Course Outline:
- Overview of the Chemical Dependency Field
- Counselors Role in Chemical Dependency Counseling
- Treatment Models and Theories
- Description of the Population
- Assessment and Treatment Planning
- Counseling the Chemically Dependent
- Considerations for the Helping Professional

VIII. Course Assignments
1. Abstinence Exercise and Paper:

   This exercise is designed to help the student experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that the student give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of 6 weeks (see dates in course schedule). For
those of the student who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for the student to give up for this time period. This assignment will be graded based upon the criteria found in the Scoring Rubric for Abstinence Exercise which is to be printed (found on the class website) and submitted with the student’s final paper.

During this assignment the student will (a) write an introductory letter to the student’s substance/behavior, (b) keep an abstinence log of the student’s experiences, and (c) write a summary paper which will serve as the conclusion to the 6 week exercise. This assignment will have the following components:

a) “Letter to my Substance/Behavior” – written in the first person to the substance/behavior from which the student is abstaining, will be due before the abstinence period begins (the content for this letter can be found toward the end of the syllabus).

b) An abstinence log – This log will describe the student’s feelings and reactions, especially focusing on times the student “lapses” or experiences temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which the student “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated (a minimum of half a page per entry) and should have a minimum of three entries per week. There will be a minimum of eighteen entries in all.

c) A summary paper – This is to be a minimum two to three page paper describing the abstinence experience (e.g., did the student succeed or fail, what influenced the student, what was the process like for the student, etc.) and will serve as the conclusion to the students overall experience.

Note: This paper does not have to be in APA format.

2. Lead Threaded Discussion (groups of two or three):

Choose one article and one chapter from any of the reference lists (or one from the suggested readings plus one from the reference list). Decide on the theme or question the student will facilitate in a threaded discussion, give it a creative subject name. Let the professor know when the student would like to schedule the discussion. Keep in mind the syllabus structure so that the students theme coincides with some of the subjects covered that week.
Write a two to three page article summary (single space) for class distribution. Use subtitles, bolded fonts, etc. Make it into a truly informational piece that the whole class can use to learn about the articles and about the students conclusions. Format the paper according to the following outline:

a) Subject of Discussion
b) Students' Names
c) References (APA 5th Guidelines)
d) Summary should include:
   i. What are the questions addressed by the authors
   ii. What is the research about? What setting? What sample? Methods?
   iii. What are the conclusions?
   iv. What is the students evaluation of the article and what recommendations do the student extract from the readings?

Questions for Discussion:

Create a couple of engaging and thoughtful questions to lead the class into the discussion. Send summary and questions for the professor to review with a minimum of two weeks in advance of the students scheduled threaded discussion (exceptions will be made for those choosing to lead the first two discussions). The student will lead the threaded discussion for whole week (Wednesday to Tuesday) and are responsible for responding, adding new information, and keeping it alive through a compelling interaction.

****Organize the groups and schedule discussion time within the first two weeks of class. We will start this activity by the third class session

3. Role Play:

Choose a partner and together choose a treatment theory or model to role play in a mock treatment session. The student and the student’s partner will take turns as the client and as the counselor during a video recorded “session”. The session should be no longer than 15 minutes per individual (1/2 hour total) in which the student demonstrate the counseling technique the student would use with this client. The treatment plan and assessment will be submitted to the instructor prior to the presentation so copies can be posted to D2L for the class. There will be an in-class presentation during which the student will generate discussion about the student’s process, highlighting key aspects of the student’s theory. These video viewing and presentations will occur during one of our scheduled meeting times. The student
may create a scenario on their own or request one from the instructor. If you need assistance in obtaining video equipment or a room to film the video please advise the instructor. A sign up list will be made available on D2L where the student can indicate the theory of your choice, your partner, and a date to present.

4. **Midterm**
   Will cover all readings and lectures. It will include short answer, true and false, multiple choice and matching questions.

5. **Final**
   Will include class notes and readings up to Session ?????. It will be open book and notes.

X. **Grading**

No late papers will be accepted. No extra credit assignments will be offered. Technology issues or lack of a book is not an excuse for an incomplete assignment. In the instructors view, students are responsible for choosing and earning their own grade. Refer to the guidelines below to determine student choices for grades.

- **A** Active participant in class. Completes all assignments on time. There is evidence that time and maximum effort was put into all assignments.
- **B** Participates in class. Completes all assignments on time. There is evidence that time and a good amount of energy was put into all assignments.
- **C** Attends class (wars a seat). Completes most assignments. There is evidence that time and energy was put into some assignments. If the student plans on getting less than a “C,” please see me ASAP.
- **D** Minimal efforts made in the class and with assignments. Only interest is to get a passing grade.
- **F** What was the students name again???? Did the student really attend my class?

**Point Breakdown**

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>40</td>
</tr>
<tr>
<td>Abstinence Exercise and Paper</td>
<td>60</td>
</tr>
<tr>
<td>Role Play</td>
<td>100</td>
</tr>
<tr>
<td>Threaded Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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Total Points: 400
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>370-400</td>
</tr>
<tr>
<td>B</td>
<td>328-369</td>
</tr>
<tr>
<td>C</td>
<td>280-327</td>
</tr>
<tr>
<td>D</td>
<td>250-279</td>
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<tr>
<td>F</td>
<td>Below 250</td>
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All grades will be posted and updated on D2L throughout the course of the semester. It is the student’s responsibility to monitor their grades and to notify the instructor of any errors or omissions prior to the last week of class.

XI. Professional Behavior

Attendance and Participation: A portion of the student’s final grade will be based on class participation. One absence for illness or other is allowed per student. If the student notifies the instructor of his/her absence in a timely fashion, a make-up assignment may be allowed in replacement of the missed quiz. If there is a death in the family, serious illness or other unavoidable absence which lasts more than one class period, each individual situation will need to be discussed with the instructor who will make the decision whether or not to offer a make-up assignment in lieu of the quiz points.

If the student discontinues attendance AND DOES NOT notify the instructor of the students intention to withdraw, the student will be given a FAILING grade. If you withdraw from class please let the instructor know.

In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. The students active participation helps the instructor to evaluate the students overall performance (as well as making the class more interactive and engaging for all of us). The quality of the student’s participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing to the discussion will result in a lower grade for in-class contributions. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage the student 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.

XII. 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 the students 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. 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 the student 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 the student follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to the students instructor in evacuating the building or sheltering within the facility.