

**SYLLABUS**  
**REHB 471-Spring 2015**  
**Treatment of Substance Use Disorders**

Instructor: Jane L. Nichols, PhD, NCC, LCPC, CRC

Email: This is the best way to reach me as I am not always on campus at my phone.

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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 and Media:**

1) The following publications can be downloaded **free of charge**, online at SAMSHA

<http://www.samhsa.gov/>

- Treatment Improvement Protocol (TIP) 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders
- Treatment Improvement Protocol (TIP) 47: Clinical Issues in Intensive Outpatient Treatment

2) The following is available on D2L

- Bankole, J.A. (2011). *Addiction medicine: Science and practice*. New York: Springer

3) Additional readings may be periodically assigned and copies provided on D2L.

4) Videos may take the place of lecture or be required in addition to lecture, the URL's will be posted on D2L

**II. Required Reference Materials:**

- Diagnostic and Statistical Manual of Mental Disorders, 5th Edition.  
Website: <http://dsm.psychiatryonline.org/book.aspx?bookid=556>
- The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine.  
Website: <http://www.asam.org/>

**III. Recommended Texts:**

Kuhn, C., Swartzwelder, S., Wilson, W., Wilson, L. H., & Foster, J. (2014). *Buzzed : the straight facts about the most used and abused drugs from alcohol to ecstasy*. New York : W.W. Norton & Company.

#### IV. Technology:

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, using the PANAPTO lecture viewer, and access to outside websites to view videos and podcasts. Be sure that you maintain copies of all of your work in a file on your computer. Be sure that you can open and read other student's submissions, and that your submissions are in a format that is compatible with Microsoft Windows. Questions regarding the use of D2L or problems with D2L should be directed to the Center for Teaching Excellence, (618) 453-2258.

#### V. Course Description

This course is being offered in an online format. The objective of this course is to provide a comprehensive examination of substance abuse treatment and rehabilitation. This course has been developed around the concept that substance use disorders and addictive behaviors intersect with mental health issues for the majority of those seeking treatment. Further, that treatment strategies operate on a continuum from the initial assessment through maintenance and discharge. This course will familiarize the student with diagnosis, assessment and screening, evidence based practices, treatment planning and interdisciplinary skills. Ethical issues related to the counselors role in treatment will also be addressed. This course utilizes problem based learning to enhance the student's experience in the online setting. This is an active style of learning which requires a commitment to work as part of a team. Working in groups, students will identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem presented.

#### VI. Course Objectives and Outcomes

Objectives	Assessment
Establish and define terminology associated with treatment and treatment settings.	Course readings, discussions, journal
Critique the literature related to the clinical issues in substance use/mental health treatment for diverse populations	Course readings, discussions, written assignments

Evaluate theories and contemporary issues related to the treatment of co-occurring disorders for diverse populations.	Individual research, course readings, case studies, discussions, written assignments
Demonstrate basic diagnostic and screening skills, including use of appropriate reference and evaluation tools.	Group work and case studies
Successfully complete a treatment plan using knowledge acquired in class, from readings, from group work and independent study.	Written assignments, readings, group assignment, and discussions
Consider ethical implications for the counselor, the client and the treatment setting, throughout the course	Discussion, case studies, written assignments

## VII. Course Assignments

### 1. Abstinence Exercise:

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 (This assignment begins immediately beginning our first week of class.)**. For those of who have difficulty identifying a substance, food, beverage, attitude, behavior, etc. to abstain from, please contact me so we can discuss this further.

The assignment includes the **following (2) required components:**

**a) “Letter to my Substance/Behavior”** – A “farewell” letter, written in the first person to the substance/behavior from which the student is abstaining, will be due before the abstinence period begins. (A sample letter can be found on D2L).

**b) Abstinence Activity 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).

For your grade a **minimum of half a page per entry, with at least three entries per week**. This should total to a **minimum of 18 entries by the end of the 6-week period**. Do not be discouraged if you find this difficult or if you fail to set out what you wanted to accomplish in abstaining. This is a challenging exercise. Keep trying.

I have created a **discussion room** where you can participate in discussion with other students about your experience. You may find other people who are having the same experience that you are. I highly recommend that you participate in discussion.

## 2. Lecture Discussions

a) Every lecture will be accompanied by a class discussion surrounding a topic related to the lecture OR the readings OR assigned videos. Discussions that will be open and available for one week (7 days) to allow all students to participate. Participation in discussions will be graded based upon the criteria found in the **Scoring Rubric** found on the class website.

b) At least **2 lectures** include questions to answer or short assignments that the student may complete for **Bonus Points**. These Bonus Activities should be completed during the week of the lecture and submitted in their assigned drop boxes. These extra assignments are encouraged but not required.

## 3. Case Study

I have assigned all students to a group. Each group will be working on their own, assigned case study. You and your team are working toward the development of a treatment plan for this individual. This assignment is ongoing, developmental, i.e. the more you learn the more you can contribute to it, and it is student activity oriented. At the beginning of the semester, I will begin posting information about your “case”. You will be expected to consult with other members of your group to complete a case formulation, initial assessment and treatment plan.

a) **Case Formulation.** As new information is added, you need to discuss what the new information means and how it might influence the treatment plan. Get to know your “client”. You can ask your client questions (via your instructor) and your client may choose to answer or not! Your client may also ask you for information. This give and take is true in any therapeutic scenario.

So think about how you are going to obtain the information you need from your “client” as a group, and how your group representative (a title that should be rotated/shared among the

group members) might direct your questions to obtain the maximum in participation information from your client. You will be graded by your level of participation as a team member as determined by discussion posts and questions.

**b) Treatment Plan.** The end goal is completion of an Initial Assessment and Treatment Plan with an accurate diagnosis, suitable interventions and individualized treatment goals. Forms will be provided for you. Your groups will be graded according to your group effort on the treatment plan.

**\*\*\*\*\* Tool Box.** Consider the options we discuss in class as part of your toolbox. As we learn about types of treatment, screening procedures, mental health issues, treatment barriers etc., you will be able to apply this to your case. Your instructor will also be your team supervisor, so I will be stopping in on your discussions to see how you are doing and offer feedback or suggestions.

**c) Padlet.** I will make (1) Padlet site per group. This will be where you will find information posted and where you can post questions. I have also created discussion rooms for each group and drop boxes for the written assignments. If you have never used Padlet, go to your site and play around with it. It is very easy, like a bulletin board.

#### **4. Midterm and Final**

Both exams will include one or more of the following: essay questions, multiple choice, and short answer questions. Each lecture will include an Exam Prep Sheet highlighting important knowledge areas for the exams. You must have a comprehensive understanding of the material to pass these exams.

### **VIII. Grading**

- 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** Completes *most* assignments on time. There is evidence that *time and some energy was put into most* assignments.
- D** *Minimal* efforts made in the class and with assignments.
- F** If you plan on getting less than a “C,” please see me ASAP.

### **Point Breakdown**

Abstinence Exercise	100 points
Lecture Discussions (10 pt. each)	100 points
Case Study	200 points
Midterm Exam	100 points
<u>Final Exam</u>	<u>100 points</u>

Total Points: 600

### **Grading Scale:**

LETTER GRADE	TOTAL POINTS	PERCENTAGE
Epic (A)	552-600	92-100
Great Job (B)	510-551	85-91
Nice Job (C)	426-509	71-84
Not So Good (D)	360-425	60-70
No Pass (F)	Less than 369	Less than 60

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.

#### *A personal message to students:*

*I have some ground rules and they are not too stringent. Absolutely no late papers will be accepted. Once the drop box is closed, you may not submit your papers. Once a lecture or a discussion is closed on D2L, do not ask to have it re-opened. Technology issues are not an acceptable excuse for a late or incomplete assignment. Read all emails and communication from the instructor immediately. Not checking your email is not an acceptable excuse for missing information. Be sure that you have access and perhaps a backup for computer access, especially on testing days. Read the syllabus before you contact the instructor with questions about assignments and lectures.*

*Most important, the instructor's role is to create and monitor a safe learning environment, to challenge you, to guide and help you be successful in the learning process. Please let me know how things are going. If things are not going well, let me know before a problem gets too big to solve. If things are going great, it is always nice for an instructor to know about it.*

*Thanks, Dr. Nichols*

### **IX. Professional Behavior**

Attendance: If there is a death in the family, serious illness or other unavoidable absence, which lasts, more than several days, this will need to be discussed with the instructor who will make the decision whether or not to offer make-up assignments, etc. If the student discontinues attendance and does not notify the instructor, the student will be given a Failing grade. If you decide to withdraw from class, it is critical that you let the instructor know. If

you are struggling in this class, contact the instructor right away so that arrangements can be made to help you be successful.

In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. We are a diverse college with a diverse faculty and student body. It is important to be aware of and respectful of each other's differences.

The quality of your participation is just as important as the quantity. 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.

## **X. 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](http://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](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://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.