



DOANE UNIVERSITY

SYLLABUS

COU 657 Clinical Treatment Issues in Chemical Dependency

Course Content

<i>Course Number:</i>	COU 657
<i>Course Title:</i>	Clinical Treatment Issues in Chemical Dependency
<i>Course Dates:</i>	January 11 – March 12, 2021
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Hollie Urbauer, MA, LIMHP, LADC, LPC
<i>Office Email:</i>	hollie.urbauer@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	Online Join Zoom Meeting https://us02web.zoom.us/j/86283593842?pwd=WUxZaVVVLZE9TUmsrdjZ4d1NGZjdNZz09 Meeting ID: 862 8359 3842 Passcode: 079428
<i>Meeting Times:</i>	Tuesdays 6:00 pm – 10:30 pm

Course Description

MAC Elective Course: An exploration of theories and models used to develop techniques for treatment of individuals with chemical dependency. The focus of the course is the study of treatment issues specific to substance abuse disorders, including the assessment of and service delivery to the special populations of adolescents, women and older adults. Issues of sexual orientation, cultural uniqueness, diversity issues with special populations, and developmental influences are reviewed. Clinical issues that shape practice for professionals treating substance use disorders including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. This course investigates ways in which the issues of dual diagnosis disorders, physical and mental disorders, and family and historical influences affect treatment planning,

treatment protocols and service provision for substance dependent individuals. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders, and demonstrate understanding of the impact of those issues on service delivery that surround readiness for treatment, relapse, spirituality and self-help groups for recovery.

Additional Course Description

Professional counselors/therapists must be prepared to effectively address client issues impacted by chemical dependency. This course investigates clinical issues surrounding client populations and theoretical approaches for treatment. Clinical approaches that shape practice for professionals treating substance use disorders including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. Understanding cultural, gender and lifestyle elements of various populations impacted by substance use disorders and treatment approaches to address therapeutic denial, treatment readiness and resistance, minimization, relapse, family dynamics, cross-addiction, co-occurring disorders and theoretical orientation are critical for effective treatment.

Appreciation of clinical approaches to address enabling, relapse, individualized treatment planning, treatment readiness, spirituality and community recovery and self-help group supports are featured in the course materials. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders, and demonstrate understanding of the impact of those issues on service delivery that surround readiness for treatment, relapse, spirituality and self-help groups for recovery.

This course is designed to satisfy partial educational competencies required for the Licensed Alcohol Dependency Counselor (LADC) in the state of Nebraska.

Course Objectives:

1. The student will identify the issues that affect substance use disorders for clients, including knowledge of theories and models, in order to develop an application of techniques for treating clients.
2. The student will develop knowledge of the clinical issues that shape practice for professionals treating chemical dependency including mental and physical health concerns, social and familial histories, elements of enabling, and community methods influencing recovery such as 12 step models of treatment.
3. The student will identify the various diversity issues with special populations, including cultural dimensions, and developmental influences necessary to assess and integrate these elements into clinical practice.
4. The student will describe therapeutic skills necessary for treating substance use disorders.
5. The student will review clinical approaches for addressing treatment issues including the concepts of denial, resistance, and minimization and properties of relapse in chemical dependency.
6. The Student will examine the role of family dynamics in the addiction process.
7. The student will discuss the functions of co-occurring disorders related to substance use disorders.
8. The student will examine cultural dimensions as they relate to substance use disorders including gender, age, and ethnicity.

9. The student will review and assess the use of treatment approaches and philosophies such as 12 -Step facilitated treatment, spirituality, bio - psychosocial and behavioral treatment models and the use of Motivational Interviewing.

REQUIRED TEXT: Dowieko, H. Concepts of Chemical Dependency, (10th Ed), Publisher: Cengage Learning, ISBN-9781337563451

SUPPLEMENTAL TEXTS: Provided to students as needed.

Measurement of Outcomes

Assignments (Direct): Weekly reading reflections, case study, and media presentation
Instructor Evaluations (Indirect): Theory of addiction, participation in discussions and participation in course activities.

Instructional Methods

This class will include: Direct lectures, group discussions, course worksheet; current events information and data collection; experiential activities, Blackboard assignments; online resources, web page/blog review etc.

Suggestions for getting the most out of this Course

Successful students will use Livetext to download weekly information to be used in course activities and well as take an active role in course discussions; provide quality assignments and utilize course resources to inform discussions and assignments, and be prepared for class by reading text and supplementary course reading. Additional suggestions:

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Actively participate during class.
4. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

- 1) **Pre-Course Worksheet** - Complete prior to first class meeting; not graded (just participation points) but used for discussion,
- 2) **Theory of Addiction** - Develop a 5 page paper with a through discussion of personal theory of addiction
- 3) **Media Presentation** - Develop a media presentation –newspaper, blog, song, video, TV or movie clip that portrays current issues for clients impacted with chemical dependency
- 4) **Case Study** - Create a fictitious case study for course discussion outlining clinical issues with substance use disorders to demonstrate application of treatment strategies.
- 5) **Weekly Homework Assignments** – Students will demonstrate their understanding of content through reading reflection responses. **Winter II 2021 Reading Reflections = three pages typed on the weekly readings (text and articles). Cite at least one other source in your reflection (text, assigned article if there is one, another article you find on your own).**
- 6) **Clinical Issues Speaker Project** – Students will invite a local professional to present specific population based information; skills counselors need in working with the population and the most effective approaches with the population. A one- page summary of specific issues with the population supported with at least two research-based citations. Due based on the course schedule developed by the instructor. **(Presenter will present via Zoom this term!)**

Evaluation Criteria

Final Grade:

The final grade will be based on the following criteria:

- 7) **5 points - Completion of Worksheet** – Students will access a worksheet on Blackboard and bring the finished document to class - Due June 1.
- 8) **200 points - Theory of Addiction** – Students will create a 5 page document that describes a system of ideas that explains personal notions of chemical dependency including individual reactions to substance use disorders Due Week 2.
- 9) **170 points - Media Presentation** - Students will develop a media presentation on current issues impacting clients with chemical dependency including a handout- describing an interpretation of the piece, issues positive or negative which may affect clients, and bring a part of the media (movie clip, song, commercial, etc.).
- 10) **125 points - Case Study** – Students will develop a case study featuring clinical issues which will be used in development of approaches for treatment.
- 11) **250 points Weekly homework Assignments** - Reading reflections and article reviews and critique; TAP 21 Knowledge, Attitudes and Skills of Professional Practice; Use of online data resources; Due throughout the course.
- 12) **250 points - Clinical Issues Speaker Project** - Students will invite a local professional to present specific population based information; skills counselors need in working with the population and the most effective approaches with the population. A one- page summary of specific issues with the population supported with at least two research-based citations. Due based on the course schedule developed by the instructor.

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

1. *Attendance and Participation:* A high premium is placed on class participation. It is expected that students will attend every class meeting and be prepared to participate. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- a) *Full Participation:* Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand. Demonstrated ability to listen to and build upon the ideas of others.
- b) *Most Participation:* Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- c) *Partial Participation:* Passive participation -- present, awake, alert, attentive, but not actively involved.
- d) *No Participation:* Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

Missed Course Sessions: Student inability to attend all course sessions will result in a reduction in points for that course session. There is no makeup work that will take the place of missed sessions. Missing more than one course session will impact the final points accrued for successfully passing the course.

2. *Classroom Behavior:* Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.

****ZOOM is our classroom for Summer 2020!** Please plan to attend Zoom class as if it were an in-person class. Bringing dinner is fine, but please keep other distractions to a minimum, find a place you are able to sit and participate as if in class (not walking around on phone, etc.). Breaks will be taken just as if we were in person. Attire as if in person is important, too. Thanks. :)

3. **Late Assignments:** Assignments submitted past the due date will have **five points deducted** per day for each day past the due date. The instructor will not be available to help with technological issues the day of class.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

3. **Use of Technology:** The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate unless a part of course activities. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.
4. **Plagiarism:** All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1 (Jan 12)	Theories of Addiction History of Addiction Treatment	Theories of Addiction & Implications for Counseling	Pre-course worksheet
Week 2 (Jan 19)	Topics in Addiction Mental Health Wellness	Eight Dimensions of Wellness - SAMHSA Text Chapters 1 and 2 Typical Topics in Addiction - read for discussion	Personal Theory of Addiction paper

<p>Week 3 (Jan 26)</p>	<p>Media and its impact on addiction clients</p> <p>Biopsychosocial Components</p>	<p>Text Chapters 26 and 27</p> <p>Assigned article</p>	<p>Media Presentations</p> <p>Reading Reflections begin this week- see above for instructions</p>
<p>Week 4 (Feb 2)</p>	<p>Addiction and Family Co-Occurring Disorders</p>	<p>Family Roles Handout</p> <p>Assigned Article</p> <p>Text Chapters 20, 23, and 25</p>	<p>Reading Reflection</p> <p>Course Presentations:</p>
<p>Week 5 (Feb 9)</p> <p>NO CLASS MEETING!!!</p>		<p>Text chapters 33, 34, and 35</p> <p>Assigned Article</p>	<p>Case Study</p> <p>Reading Reflection</p>
<p>Week 6 (Feb 16)</p>	<p>Multicultural, Elderly, and Codependency Clinical Issues</p> <p>Addiction across the Lifespan</p>	<p>Text chapters 19 and 24</p> <p>Assigned Article</p>	<p>Reading Reflection</p> <p>Course presentations</p>

Week 7 (Feb 23)	Clinical Course of Tobacco Addiction; Gender and Addiction; LGBTQ Issues	Assigned Article Text Chapter 18	Reading Reflection Course presentations
Week 8 (March 2)	Social & Cultural Contexts of Substance use Disorders Other Addictions (gambling, tobacco, etc.).	Assigned Article Text Chapters 37, 38	Reading Reflection Course presentations
Week 9 (March 9)	Topics TBD depending on class interest!!	Assigned Chapter, article, or readings TBD! :)	Reading Reflection Course presentations:

Course Declarations

Technology in the Classroom: Blackboard and Google Classroom will serve as the Learning Management Systems for this course. More direction will be provided to students on the submission of specific assignments. Zoom teleconferencing may be used to conduct class via remote learning. Should Zoom be utilized, class will continue to meet at the same time/day as regularly scheduled. Appropriate links will be provided to the students by the course instructor. Remote learning will only be offered for the amount of time deemed necessary by the University.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled,

but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.