|  |
| --- |
| csuf-stacked-4cHUSR-415: Treatment Issues in Drug Addiction  Spring 2017 |T-TH 830AM | 21428 MH 657 |

**Instructor: Stephen Hall, MA ,CATC IV**

**Office: Human Services x2944**

**E-mail:** sthall@fullerton.edu

**Office Hours by Appointment: T-TH 730 AM EC 453**

**Please contact by email at** [sthall@fullerton.edu](mailto:sthall@fullerton.edu) **to set an appointment for office time.**

**Required Texts:**

**Capuzzi**, David; **Stauffer**, Mark, D. (2011). *Foundations of Addictions Counseling(2/3rd Edition)*.

Danbury: Allyn & Bacon, Incorporated.

**Anonymous** .First one hundred recovering alcoholics(1939). *Alcoholics Anonymous (4thedition)*.

AA World Service

**Phelps**, Lori; California Association for Alcohol/Drug Educators (2015 2nd edition) *Intervention, treatment& recovery: A practical guide to the TAP 21 addiction counseling competencies*.(Preliminary AP ed.) (T. Servin, Ed.). Dubuque, IA: Kendall Hunt.

**I. Course Description**:

Human Services 415 is a 3-unit course that will examine the myriad of treatment issues and theoretical models involved in addressing addictive behavioral disorders and how the disorder of addiction impacts the individual, family members, friends and society.

Topics include: counselor characteristics, legal and ethical issues facing substance abuse counselors, issues of diversity and treatment, group counseling, family counseling, co-dependency and diverse modalities of treatment and client care planning..

The class experience will include lectures, class discussions, speakers, films, role play and experiential exercises focusing on treatment issues. **THIS IS A SEMINAR STYLE COURSE BASED ON INTERACTIVE PARTCIPATION: BE PREPARED TO BE PRESENT AND ACTIVELY INVOLVED IN EACH SESSION**. **ATTENDANCE IS MANDATORY.**

**CSHSE ACCREDITATION:**

This course partially fulfills the requirements set forth by the Council for Standards in Human Services Education (CSHSE). As such, this course also helps fulfill the requirements for the Human Services-Board Certified Practitioner credential. The specific standards being met are listed below each of the following objectives, as well as the learning activities that help fulfill those standards and learning objectives.

**COURSE OBJECTIVES:**

The objectives of this course, along with the CSHSE Standards, include:

**II. Course Objectives**:

This course will meet several of the CHSE standards listed below by increasing the student’s knowledge of the treatment issues encountered in addressing addictive behaviors, co-occurring disorders and family dynamics. The course will provide students with both theoretical and experiential understanding of the effects of addictive behaviors on the individual, family system and society as a whole. The course will disseminate practical knowledge and techniques used in the treatment of addictive/co-occurring disorders. The course is designed to be of practical value for students in all HUSR tracks.

The 415 course prepares students who wish to complete the **Substance Abuse Treatment and Prevention track** (track courses include HUSR 415 and the following: [HUSR 435] Drug Abuse Prevention & Early Intervention; [HUSR 436] Family Dynamics of Addiction; [HUSR 437] Co-Occurring Disorders; [HUSR434] Physiological Effects of Alcohol & Other Drugs **.** Completion of the track prepares the student to sit for the CAADE certification exam, which leads to the Certified Addictions Treatment Counselor (CATC) credential.

1. **Developing applied knowledge of the major theories of chemical dependency treatment delivery and the historical context from which CD treatment evolved.**

CSHSE Standard 11.1. c. Historical and current legislation affecting CD service delivery.

CSHSE Standard 11.1. d. How public and private attitudes influence legislation and the interpretation of policies related to Human Services.

**This objective and these standards are realized through student participation in role plays, group projects, lectures, course readings, training videos and exams.**

1. **Developing proficiency in conducting screening, assessment and interventions using the techniques of motivational interviewing, SBIRT screening, mental status examination and SASSI assessment. This training includes instruction on how to make informed and appropriate referrals.**

CSHSE Standard: 12.b. (1) Overview of how small groups are used in a CD treatment setting.

CSHSE Standard: 12.b. (2)Theories of group dynamics.

CSHSE Standard :12.b. (3)Group facilitation skills.

CSHSE Standard: 12.e. Changing family structures and roles.

**This objective is met by engaging students in group role plays, group projects, course readings and guest speaker interaction.**

1. **This objective is realized by engaging students in discussion and role play regarding ethical delivery of evidenced based treatment that sensitive to the nature of gender, culture, age and ability of the individual client.**

CSHSE Standard 13.b. The range of populations served and the needs addressed by human services professionals.

CSHSE Standard 13.c. The major models used to conceptualize and integrate prevention, maintenance, intervention rehabilitation and functioning.

1. **This objective provides knowledge and skill in information management and compliance**.

CSHSE Standard 14.a. Obtaining information through interviewing, active listening, consultation with others, research and observation of clients and delivery systems.

CSHSE Standard 14.d. Applying maintenance of client confidentiality and appropriate use of client data.

1. **This objective is realized through providing skills and knowledge development in systematic analysis of service needs, Planning appropriate strategies, services and implementation; and evaluation of outcomes.**

CSHSE Standard 15.a. Analysis and assessment of needs of clients or client groups.

CSHSE Standard 15.b. Development of goals, design and implementation of a plan of action.

CSHSE Standard 15.c. Evaluation of the outcomes of the plan and the impact on the client or client groups.

1. **This curriculum objective shall provide knowledge and skills in direct service delivery and appropriate interventions**.

CSHSE Standard 16.b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.

CSHSE Standard 16. c. Developing skills in : Case Management, Intake, Individual counseling, Group counseling, referral and consultation.

1. **Learning experiences shall be provided for the student to develop his/her interpersonal skills**

CSHSE Standard 17. a. Clarifying expectations, b. Dealing effectively with conflict, c. Establishing rapport with clients, d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

1. **The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice**.

CSHSE Standard 19. b. Client self –determination, c. Confidentiality of information, d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation and other expressions of diversity. e. Belief that individuals, service systems and society can change. g. Appropriate professional boundaries.

HUSR-415 CLASS SCHEDULE

**(\*Syllabus/Grade Totals are subject to change)**

|  |  |  |  |
| --- | --- | --- | --- |
| Dates | Topic | Readings | Assignments/Tests/Due Dates |
| 1/24-26 | Introduction to the course  Creation of COS  Defining Dependency/DSM V criteria | Alc. Anonymous: (Big Book)Forewords | Buy books start reading !!  Choose your 10 day challenge! |
| 1/31-2/2 | Models of Substance Addictions  Film: Pleasure Unwoven | *Capuzzi : Ch. 2/3*  *Phelps Ch. 2*  *Alc. Anon: Doctors opinion/Ch. 1 Bills story* | Due 2/2 : Alcoholics Anonymous Big Book Ques. # 1 |
| 2/7-9 | Group Presentation of  Drug effects/Side effects  The Three Headed Monster Model | Alc. Anon: Ch. 2 | Group Presentations 2/9 |
| 2/14-16 | Codependency : Personal and professional considerations | *Codependency Questionnaire*  *Phelps Ch.5* | **Due 2/16 : 10 day Journals**  **Due 2/14: Print and bring Codependent Questionnaire** |
| 2/21-23 | Professional Issues in Addiction Counseling  Professional Ethics vignettes | *Capuzzi Ch. 4*  Alc. Anon Ch. 3 Phelps Ch. 15 |  |
| 2/28-3/2 | **Big Book and 12 step overview** | Read AA Big Book Pgs. 64-69 on resentments. | **Due 3/2: AA /NA/Al Anon 12 step meeting paper** |
| 3/7-9 | Introduction to Screening & Assessment  Assessment & Diagnosis of Addictions | Alc. Anon Ch. 4, 5 Phelps Ch.6 | **3/7 Print and Bring Screening forms to class from Phelps pgs. 125/127** |
| 3/14-16  3/16 | Motivational Interviewing (MI)  Stages of Change  Midterm Exam  Midterm Exam | CAPUZZI Ch.7  Study Guide  Alc. Anon ch.6 | **Study for midterm Bring Study guide**  **Due :3/14 AA Big Book Q # 2 Midterm 3/16 Scantron 882** |
| 3/27 | **No Class Spring Break** |  |  |
| 3/28-30 | Group Therapy/ Psychotherapeutic Education | Phelps Ch.11 | **Due 4/4: AA Big Book Quest. #3** |
| 4/4-6 | Cognitive Behavioral Therapy and Psychoeducational Process | Phelps ch. 3  Alc. Anon ch. 4,5,6 |  |
| 4/11-13 | Co-occurring disorders Diagnosis and Treatment | *Capuzzi ch. Ch. 9*  *AA Book Ch. 7/8* |  |
| 4/18-20 | Addiction and the Family | *Alc. Anon ch.8,9*  Capuzzi Ch. 14  Phelps Ch. 12 | **Due 4/18: AA Big book Quest.#4 Due:4/20: Bring completed Co-dependent Worksheet** |
| 4/25-27 | Recovery maintenance/Relapse prevention | Capuzzi Ch. 13 |  |
| 5/2-4 | Treatment Planning /Continuing Care | Phelps Ch. 7 |  |
| Week of 5-8 | Group Presentations | Attendance Mandatory | **Due week of 5-8 : Case Study assessment and synopsis paper(one per group)** |
| Final Exam | 5/18 930 am |  | **Scantron 882** |

**Course Requirements and Grading Evaluation**:

Students will be evaluated based on their performance and completion of the following criteria: **(Subject to change**)

|  |  |
| --- | --- |
| **Assignments** | **Points Possible** |
| **Attendance/Participation** | **50** |
| **Paper**#**1** (A.A./NA/Al anon Meeting Review) | **50** |
| **Codependent Worksheet** | **25** |
| **Paper 10 day journal** | **50** |
| **Midterm** | **50** |
| **Simple Screening/Mental Health Assessment Forms** | **25** |
| **4 Big Book Study Questions** | **60** (15 per) |
| **Group case presentation** /**Assessment/Treatment plan** | **50** |
| **Final Exam** | **50** |
| **Course Total** | **410 Points** |

**Grading Scale**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 90-100% | D | 60-69% |  |  |  |  |
| B | 80-89% | F | 50-59% |  |  |  |  |
| C | 70-79% |  |  |  |  |  |  |

**PARTICIPATION & ASSIGNMENT DETAILS**

**Participation/attendance (50 pts):** Participation and attendance are essential to this course. Participation includes student’s contribution to role plays, Group projects, class discussions, in class quizzes and assignments, reading assignments and homework. Attendance is taken at each course meeting by sign in sheet. Material is covered in class that is not available in the texts. Students who attend class typically score higher on exams and papers. Each student receives **two free absences**. All other absences will deduct from total by 5 points per absence.

**Assignments and Due Dates:**

Assignments/due dates will be posted on Titanium. It is your responsibility to print out handouts and bring them to class. Please manage your integrity and turn assignments in ON TIME. All assignments are to be typed, double spaced and include grading sheet. Late assignments will be lowered by one letter grade per week. All assignment guidelines are posted on Titanium.

Due to the nature of the 415 course personal issues may surface that warrant self-care, counseling or some other form of therapeutic intervention. The instructor is available to make referrals for self-care/counseling; please communicate your needs. The counseling center offers ten free sessions per semester.

Appropriate behavior is expected in the classroom: The instructor requests that you do not engage in side conversations, texting, dominating classroom discussions, any kind of disrespectful or aggressive behavior towards other students or the professor. Please **do not** attend class if you are intoxicated. If any of these behaviors occur you may be reminded by the instructor of the need to make behavioral changes and referred for academic discipline. **No cell phone use during class**.

**MAKEUP EXAMS, LATE SUBMISSION OF WORK**

Makeup exams are strongly discouraged. In case of an emergency, the **student will lose one letter grade** for exam retakes or late papers. All papers are to be submitted by hard copy. Late Papers will be dropped one letter grade per week.  
*EMAILED PAPERS ARE NOT ACCEPTED*

**GENERAL:**

1. Remember to **keep copies of all papers, discussions, articles, etc.** so that any discrepancies can be easily and fairly resolved. Except in cases of actual error, final grades are permanent.
2. **NO LAPTOPS, IPADS, COMPUTERS, CELL PHONES PLEASE: Be Present in Class**
3. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses. You are responsible for your status in the course.

**CSUF POLICY ON DISABLED STUDENTS**:

The University requires students with disabilities to register within the first week of classes with the Office of Disabled Student Services (DSS), located in UH-101 and at (657) 278 – 3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

More valuable information about the services provided by DSS to students, and the consultation and assistance available to faculty in making accommodations, may be found at:

<http://www.fullerton.edu/disabledservices/dss_student_Handbook.htm>

**Emergency Policy:** [click here for details](http://www.fullerton.edu/emergencypreparedness/ep_students.html): <http://www.fullerton.edu/emergencypreparedness/ep_students.html>

|  |  |  |
| --- | --- | --- |
|  |  |  |