 **College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

**Syllabus for Course Reference MHS 6450**

**CRN# 10820 Course Number MHS 6450**

**Course Title: Issues in Addictions and Abuse Credit Hours: 3**

Spring 2012

CLASS TIME: Wednesday 5:00-7:45pm LOCATION: Merwin 205

1. Instructor Information:

Professor: Abbe Finn, Ph.D., LPC Office: Merwin 291

**Office Phone**: 239-590-7772 **Email**: afinn@fgcu.edu

**Office Hours:** Monday 2:00-4:00; M-W

For other times please arrange an appointment. I will also be available for questions or concerns after class.

1. Course Description:

The basis of addictive and abusive behavior in our society from biological, social, cultural, and psychological perspectives for counselors to successfully intervene in the lives of clients impacted by addiction and abuse. Issues pertaining to substances, domestic violence and sexuality will be explored.

**Course Prerequisites: Please follow your program of study.**

**Course Co-requisites: Please follow your program of study.**

1. **Required Text:**

Capuzzi, D. & Stauffer, M. (2012). Foundations of Addiction Counseling (2th Ed.). Boston, MA: Merrill Counseling Services Pearson.

 ISBN# 13-978013-705778-8.

**Section 2: Outcomes, Assessments, and Objectives:**

1. **College of Education Proficiencies**
	* Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.
	* Demonstrate effective use of a variety of communication skills and modalities.
	* Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.
2. **Program Outcomes, State Competencies, and National Standards**

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| --- | --- |
| **Program Outcomes** | **Professional Standards** |
| Knowledge of Theories of treatment and etiologies of addictions, and prevention | CACREP Standards met:Core: Section II G-2g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;  |
| Understands co-existing disordersKnows and understands disease concepts.Can identify screening instruments.  | CACREP CMHC Standards:A.6 Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disordersC.4: Knows the disease concept and etiology of addiction and co-occurring disorders.G.4: Identifies standard screening and assessment instruments for substance use disorders and process addictionsK.3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders |
|  |  |

1. Course Outcomes/Objectives/Assessments

PURPOSE OF THE COURSE:

The purpose of this course is to explore the issues associated with substance abuse, and addictions. Concepts and methodology, theories, and research on addiction will be explored. Candidates will be introduced to assessments for addictions. The candidates will understand various interventions and theories explaining addictions.

Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders

|  |  |
| --- | --- |
| **Course Outcomes** | **Assessment** |
| 1. Describe the key aspects of the addiction process.
 | Quizzes, Final, Reflection Paper, Review of Literature Paper |
| 1. Describe the major theories of explaining addictions and how these can aid understanding of the person in the counseling setting.
 | Quizzes, Final, Reflection Paper, Review of Literature Paper |
| 1. Describe major methodologies and interventions with clients suffering from addictions.
 | Quizzes, Final, Reflection Paper, Review of Literature Paper |
| 1. Describe and understand the conceptualization of relapse and relapse prevention.
 | Quizzes, Final, Reflection Paper, Review of Literature Paper |

## Primary Methods of Instruction

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

## Field clinical activities and assignments.

Course Requirements Points

1. Complete all reading assignments

2. Attend class and participate in class discussions (5 Points)

1. Write paper in which a review of literature is completed on a topic related to treatment or a prevention program related to addictions. APA Style is required. There must be 8 to 10 references from scholarly works or juried professional journals. The majority of these journals should be from within the past 10 years. The paper should be from 8 to 10 pages in length (not including cover page and references). (25 Points).
2. Present the findings from this term paper to the class with a graphical depiction on a tri-fold poster. Prepare a handout describing your information and findings. You will be scored on professionalism, organization, fluency, scholarly sophistication, interest, creativity, use of visual aids, coverage of the topic in the poster and the handout. (10 Points).
3. Candidates will attend some type of support group for some type of addiction. It must be an “open” group. The candidate will write a three-page paper regarding their reaction to the meeting and what they observe and their personal reaction. They will compare and contrast what they witnessed with what they expected. The identity of all participants in the program will be strictly preserved. (10 pts.) Assesses Core CACREP II G-2.g. see above.
4. There will be 10 quizzes administered at the beginning of classes. This will take the place of a mid-term progress assessment. Except under extreme circumstances, there will not be an opportunity to make-up these quizzes. (40) Assesses Core CACREP II G-2.g. and CMHC Standards A.5; C.4; G.4; K.3.
5. Pass the end of term assessment earning a minimum of a B. (10 Points). Core CACREP II G-2.g, and CMHC A.5; C.4; G.4; K.3.

######  **Assessment Procedure**

Written assessments, oral presentations, and written research assignments (assessment procedures) will be used to determine candidate achievement of the course objectives listed under II A. All required assignments will be given a specific score. Grades will be computed using the following scale:

1. **Critical Tasks:**

**See Above.**

1. **Grading Policy**

Letter grades will be determined by using the following scale:

A = 93-100 (Exemplary effort)

B = 85-92 (Good solid work)

C = 77-84 (Not Acceptable)

D = 69-76 (Very Poor work)

 F = below 69 (Unacceptable)

Final grades will be given based on candidate performance in class, on examinations, and written and oral class assignments. Grades will be determined by the following weighting:

**Instructional Strategies**

The course will include lecture, audio-visual presentations, class discussion, films, observational experiences, individual research, and individual candidate presentations.

1. **Attendance Policy**

 Attendance Policy: Attendance and participation in class are expected.

 Absences, tardiness, or leaving class early will adversely affect the final grade for the course. The instructor will define the policy the first day of class. Candidates are responsible for all material covered when absent.

1. **Course Schedule:**

**Policies Related to Students (Candidates) with Disabilities COURSE OUTLINE**

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| --- | --- | --- |
| **DATE** | **READING & OTHER ASSIGNMENTS** | **DUE** |
| 1/11/12 | Introduction to the course. Review of the Syllabus Introduction to Substance AbuseHistory and Etiological Models of Addictions | Ch. 1 |
| 1/18/12 |  Substance addictions Process Addictions | Ch. 2Ch. 3 |
| 1/25/12 | Introduction to Assessment Assessment and Diagnosis of Addiction | Ch.5Ch. 6 |
| 2/1/12 | Motivational Interviewing Psychotherapeutic Approaches | Ch. 7Ch. 8 |
| 2/8/12 | Co-occurring Disorders and Addiction Treatments  | Ch. 9 |
| 2/15/12 | Group Therapy for Treatment of Addictions12 step Facilitation of Treatment | Ch. 10Ch.12 |
| 2/22/12 | Addiction Pharmacotherapy | Ch. 11 |
| 2/29/12 | Maintenance and Relapse Prevention  | Ch. 13 |
| 3/7/12 | Spring Break – No Class |  |
| 3/14/12 | Alcohol Addiction and FamiliesGender and Addictions  | Ch. 14Ch. 18 |
| 3/21/12 | Substance Abuse Prevention Programs for Children, Adolescents, and College Students.  | Ch. 16 |
| 3/28/12 | Cross-Cultural Counseling Engaging Ethnic DiversityPersons with Disabilities and Addictions | Ch. 17Ch. 15 |
| 4/4/12 | Research Paper DueLesbian, Gay, Bisexual, and Transgender Affirmative Addiction Treatment | Paper DueCh. 19 |
| 4/11/12 | Ethical and legal issues in substance abuse counseling Important Professional Issues in Addictions Counseling |  |
| 4/18/12 | Class Poster Presentations |  |
| 4/25/12 | Final Exam | Final |

 **III. SPECIAL CONSIDERATIONS**

**A. Recommended Reading List**

In addition to the text, the candidate may find the following reading list helpful

American Psychiatric Association (2003). *The diagnostic and statistical manual of mental disorders* (4th ed.- Text Revision). Washington, DC: Author

III. **Class, College, and University Policcies**

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. As a part of thi **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Classroom Policies:**

As a classroom community of learners, please be prepared to participate and share your thoughts, feelings and questions related to the assigned readings. Candidates are expected to conduct themselves in a mutually respectful and collegial manner.

1. Format for Written Assignments

 All Assignments must be typed or printed from a word processor in APA format. Your name must appear and all multi-page documents must be stapled. Papers are due at the start of class on the date published in the syllabus unless changed by the professor. There will be reduction of points for late papers.

1. Written assignments will be turned in to Angel, and a printed copy is due on the assignment due date. All papers will be reviewed electronically for plagiarism.

### Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Standards Matrix**

CANDIDATE INFORMATION

Course name and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student I.D #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gender \_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of hours this semester: \_\_\_\_\_

Number of hours working this semester: \_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fax#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Emergency Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_

Goal Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What type of work do you do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal for taking this course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_