

COUN 5803 Graduate Special Topics
Midwestern State University
Gordon T. & Ellen West College of Education

Instructor/Contact Information:

Name: Tiffany A. Stewart, Ph.D., LPC

E-mail: tiffany.stewart@msutexas.edu

Office Phone: 940-397-4134

Office: Ferguson 107

Office Hours: Tuesday, 2:00 – 4:00 pm; Wednesday, 11:30am-1:30pm; or by appointment

Required Text:

Stevens, P., & Smith, R. L. (2021). *Substance Abuse Counseling: Theory and Practice* (6th ed.). Upper Saddle River, New Jersey.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Catalog/Course Description:

Provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

CACREP Standards Addressed in this Course:

1.d. the role and process of the professional counselor advocating on behalf of the profession

2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

2. d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

3.d. theories and etiology of addictions and addictive behaviors

3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

5.h. developmentally relevant counseling treatment or intervention plans

5.i. development of measurable outcomes for clients

5.j. evidence-based counseling strategies and techniques for prevention and intervention

5.k. strategies to promote client understanding of and access to a variety of community based resources

6.f. types of groups and other considerations that affect conducting groups in varied settings

7.e. use of assessments for diagnostic and intervention planning purposes

Learning Objectives:

LO1. Analyze dynamics, attitudes, and opposing viewpoints related to substance abuse and its treatment.

LO2. Learn about assessment and diagnosis of substance abuse dynamics.

LO3. Construct the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.

LO4. Analyze common reasons why people use mood altering chemicals.

LO5. Learn about ambivalence, resistance, relapse, and commitment to change within the context of substance abuse treatment.

Focus of the Course:

This course provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

Assessments:

Student performance of knowledge and skills will be formally assessed through graded assignments, discussion posts, and mid-term and final exams.

****PLEASE NOTE THAT ALL ASSIGNMENTS SHOULD BE COMPLETED IN APA FORMAT, UNLESS OTHERWISE NOTED**

I will only accept assignments completed in a Word Document and uploaded to the Dropbox via D2L. Please DO NOT SEND ANY ASSIGNMENTS TO MY EMAIL ADDRESS, AS THESE WILL NOT BE GRADED. You are also responsible for learning how to navigate D2L-there is plenty of support via MSU website.

Course Calendar and Activities:

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
1 Jan 10-16	3.d. 1.d.	Course Orientation/Overview Introduction to Substance Use Disorder Counseling Students present Introductions and Goals	Chapter 1	Syllabus Discussion post: Either from your own experiences, from observing others, or from readings, analyze the factors influencing the use of different drugs—tobacco, alcohol, marijuana, cocaine, etc. The Assignment: Introductory Assignment- Introduction with 3 personal learning goals and 1 change goal Due Jan 16

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
2 Jan 17-23	1.d. 3.d.; 3.e.	Ethical and Legal Issues in Substance Use Disorder Counseling The Major Substances of Use and Their Effect on the Brain and Body	Chapter 2 Chapter 3	Discussion post: Explain the typical laws that pertain to the confidentiality of minors, both in and out of school settings. Discussion post: Discuss trends in drug use and abuse of at least five substances discussed in this chapter.
3 Jan 24-30	5.k.; 6.f. 3.d.; 3.e.	AA Etiology of Substance Abuse: Why People Use	Chapter 4	<u>The assignment:</u> <u>Research and Personal Reflection on AA meeting- Due Jan 30</u> Discussion post: Compare and contrast the use aspects of two of the major theories discussed in the text.
4 Jan 31- Feb 6		Mid-term	Week	
5 Feb 7-13	7.e. 5.h.	Assessment and Diagnosis	Chapter 5 Chapter 6	Discussion post: Name and describe the characteristics of two of the four stages

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
		Treatment Planning and Treatment Settings		<p>in the dynamics of an addict's family.</p> <p><u>Treatment Plan based on movie 28 Days</u></p> <p><u>DUE Feb 13</u></p>
6 Feb 14-20	5.h. 6.f.	Individual Treatment Group Counseling for Substance Abuse Disorders	Chapter 7 Chapter 8	<p>Discussion post: Many substance Abuse counselors argue that dually diagnosed clients who are taking psychotropic medication for their mental illness are not in recovery. Select one side of This argument (for or against the use of psychotropic medications and provide an argument for the use of/non-use of psychotropic medications).</p> <p>Discussion post: Why is group treatment the most common format for the delivery of services to individuals and families recovering from</p>

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
				substance use disorder?
7 Feb 21-27	6.f., 2.a.; 2.d.	Family Counseling with Individuals Diagnosed with Substance Use Disorder	Chapter 9	<u>Research Paper Due Feb 27</u>
8 Feb 28-Mar 6		FINALS Closing comments/Reflections	WEEK	Closing Comments/Reflection due Mar 6

Assignments:

1. Introduction with 3 personal learning goals and 1 change goal – CACREP 3.d.- Due Jan 16

At the beginning of the class, write a paper letting your classmates and the instructor know something about yourself. This paper should include 3 personal learning goals for the class and one thing you will give up or add on to your current behaviors (for example, give up sugar or add exercise) of the duration of the class. The goal can be quite small; make it something you really think you can do, because you will be reporting back to the class on it.

The purpose of this exercise is to be reminded of how difficult change can be. Make the goals very specific and measurable and time-limited: “I will give up sugar and sugar products for the next eight weeks”; or “I will drink only 1 soda per day instead of my usual 5 for the next eight weeks”; or “I will walk a mile every day for the first four weeks and two miles every day for the second four weeks.” The purpose is to help us remember how challenging breaking an addiction or habit can be.

2. Research and Personal Reflection on AA meeting- CACREP 5.k.; 6.f.- Due Jan 30

Length: 3-4 pages, double-spaced

Research the philosophy, therapeutic messages to clients, and the therapeutic modalities that characterize AA or NA. Then attend either an AA or NA open meeting and write an overview of (a) the results of your research; (b) your personal experience at the meeting; and (c) a critical reflection/evaluation of (a)

and (b). You must go alone; please do not take a friend, relative, classmate, or child. Please do not take any notes at the meeting. Record your impressions as soon as possible after the meeting, but at a different location. Remember, your notes should not contain any identifying information about the members.

3. Treatment Plan – CACREP 5.h.- Due Feb 13

Length: 2-3 pages, double-spaced

The purpose of this assignment is to give you some experience conceptualizing a case involving substance abuse. Watch the movie 28 days. This movie depicts several interrelated issues concerning substance abuse and its implications, ramifications, and consequences. The main character (Gwen, played by Sandra Bullock) personifies indulgence in substance abuse, consequences, the process of undergoing group treatment, relevant issues in treatment, and various underlying psychological and personal history issues that may have influenced the dynamics presented. Assume that Gwen had a relapse after spending time in the treatment facility you see in the movie. After the relapse, she comes to see you for individual treatment. Based on what you know about Gwen, write a treatment plan for her based on the issues we discussed in class. The plan should describe and briefly address: (a) an assessment of her stage of change; (b) possible ways to meet her at this stage; (c) the extent to which personal history issues are relevant; (d) key short-term treatment goals and possible treatment interventions; (e) a few specific long-term treatment goals; and (f) possible future treatment interventions for both Gwen and her family.

4. Research Paper – CACREP 6.f., 2.a.; 2.d.- Feb 27

Length: 8 pages

Each student will select a topic relating to substance abuse and write an eight-page research paper and do a thorough class presentation. The paper must include a minimum of six (6) peer-reviewed journal articles written within the last 10 years. Articles taken from the internet and magazines will not be accepted. The paper must be APA style. The title page and reference page are NOT included in the 8 pages. Points will be taken off for papers that are less than 8 pages and those that do not follow APA style.

Suggested Topics for Research Paper

1. Cultural Rituals and the Use of Illegal Drugs

2. Substance Abuse among Religious Groups
3. Gender and Cultural Differences and Substance Abuse
4. Coping with Transition: International College Students and Substances Abuse
5. Comparing Substance Abuse Among Native Born and American Born Japanese, Korean, or Chinese College Students
6. Comparing Substance Abuse Among Native Born and American Born Mexican, Puerto Rico, and Cuban College Students
7. Native Americans and Substance Abuse
8. African Americans and Substance Abuse
9. Acupuncture and Substance Abuse
10. Assessing and Diagnosing Substance Abuse Disorders
11. Substances Use and Abuse Among the Elderly Population
12. Substance Use Among Lesbian, Gay, and Transgender Population
13. Evidenced Based Practices for Substances Abuse Treatment

These topics are only suggestions. You may choose a different topic if you would like **with the permission of instructor.**

5. Closing Comments/Reflection on goals- CACREP 5.j.- Due Mar 6

This is an opportunity for you to reflect on how well you achieved your three personal learning goals for this class and your personal change goal. You will write a brief written reflection, which you will turn in as well as report verbally to the class in the final session. Both Introduction and Closing will be based on the following rubric:

A	Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.
B	Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.
C	Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.
D	Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.
F	No completion and/or no attempt to understand the task/lesson/activity.

Exam

Mid-term and final exams

Grading Procedures:

Assignments	Points
--------------------	---------------

Discussion Posts/Participation (25pts each x 8)	200
Introduction Paper	100
AA Paper	100
Treatment Plan	100
Research Paper	100
Closing Comments/Reflection	100
Total Points	700

Grade	Points
A	700-650
B	649-600
C	599-550
D	549- 500
F	499 and below

Counseling Expectations

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Attendance Policy:

Attendance and participation are important components of the course. Online class attendance is mandatory. Students are expected to be active in the classroom weekly unless extenuating circumstances exist. All absences must be explained to the instructor of the course.

ANY unexcused absences as determined by the instructor may result in full final grade level reductions at the discretion of the instructor of the course. **Students missing attendance online for more than 1 week will receive an automatic grade of F and will be required to retake the course prior to completion of degree or program requirements.**

If you must be absent from class, please inform the instructor prior to the absence, and in the event of an emergency, please contact the instructor as soon as feasible.

The class is conducted in a discussion format and all students are **expected** to participate in online class discussions. As students will play a major role in their own learning they

are **expected** to read the assigned materials and should be prepared to comment on the readings.

Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the discussions is required.

PLEASE NOTE:

Late Assignments: NO late assignments will be accepted without prior consent from instructor. All late assignments will be penalized **-5 points per day** that it is late. **NO EXCEPTIONS.**

No Incompletes (“I”) will be given in this class unless under extreme circumstances, which will be determined by the instructor of this class.

Other Class Policies

Academic Honesty:

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

Disability Services:

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Senate Bill 11:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](#).

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

References:

- Avnet, J., Kerner, J., & Worth, M. (Producers), & Kanievska, M. (Director). (1987). *Less than zero* [Motion picture]. United States: Twentieth Century Fox Home Video.
- Brokaw, C., Wechsler, N., & Murphy, K. (Producers), & Van Sant, G. (Director). *Drugstore cowboy* [Motion picture]. United States: Artisan Entertainment.
- Brubaker, J. D. (Producer), & Cristofer, M. (Director). *Gia* [Motion picture]. United States: HBO Studios.
- Cazes, L., & Stewart, A. (Producers), & Figgis, M. (Writer/Director). *Leaving Las Vegas* [Motion picture]. United States: MGM Studios.
- Coppola, F. F., Schroeder, B., Roos, F., & Luddy, T. (Producers), & Schroeder, B. (Director). (1987). *Barfly* [Motion picture]. United States: Warner Studios.
- Cowan, R. (Producer), & Winkler, I. (Producer/Director). (2001). *Life as a house* [Motion picture]. United States: New Line Home Video.
- Daley, J., Gibson, D., Blatt., & Howard, M. (Producers), & Becker, H. (Director). *The boost* [Motion picture]. United States: Metro-Goldwyn-Mayer.
- DeVito, D., Shamberg, M., Sher, S., & Bender, L. (Producers), & Tarantino, Q. (Writer/Director). (1994). *Pulp fiction* [Motion picture]. United States: Buena Vista Home Entertainment.
- Fonda, P. (Writer/Producer), & Hopper, D. (Writer/Director). (1969). *Easy rider* [Motion picture]. United States: Columbia Tri-Star.
- Grazer, B., Kassar, M., Ho, A. K., Graham, B., & Harari, S. (Producers), & Stone, O. (Writer/Director). (1991). *The doors* [Motion picture]. United States: Artisan Entertainment.
- Hall, D., Levy-Hinte, J., & Stover, S. A. (Producers), & Cholodenko, L. (Director). (1998). *High art* [Motion picture]. United States: USA Home Video.
- Hanley, C., Sulichan, F., Vinnik, D., & Petrenal, T. (Producers), & Åkerlund, J. (Director). (2002). *Spun* [Motion picture]. United States: Columbia Tri-Star.

Heller, L., & Manulis, J. B. (Producers), & Kalvert, S (Director). (1995). *Basketball diaries* [Motion picture]. United States: New Line Cinema.

Howard, R., Ganz, T., Blum, D., & Daniel, J. (Producers), & Caqron, G. G. (Director). (1988). *Clean and sober* [Motion picture]. United States: Warner Studios.

Kerner, J., & Avnet, J. (Producers), & Mandoki, L. (Director). (1994). *When a man loves a woman* [Motion picture]. United States: Touchstone.

Lehman, E. (Producer), & Nichols, M. (Director). (1966). *Who's afraid of Virginia Woolfe?* [Motion picture]. United States: Warner Studios.

London, M., & Levy-Hinte, J. (Producers), & Hardwicke, C. (Director). (2002). *Thirteen* [Motion picture]. United States: Twentieth Century Fox Home Video.

MacDonald, A. (Producer), & Boyle, D. (Director). (1995). *Trainspotting* [Motion picture]. United Kingdom: Miramax Films.

Manulis, M. (Producer), & Edwards, B., McEdwards, W. B., & Brown, S. O. (Directors). (1962). *Days of wine and roses* [Motion picture]. United States: Warner Studios.

Nabatoff, D., Liotta, R., Grace, M., & Nasso, J. R. (Producers), & Carnahan, J. (Director). (2003). *Narc* [Motion picture]. United States: Paramount Home Video.

Nemeth, S., Cassavetti, P., & Nabulsi, L. (Producers), & Gilliam, T. (Director). *Fear and Loathing in Las Vegas* [Motion picture]. United States: Universal Pictures.

Reuther, S., Abrams, P., & Levy, R. L. (Producers), & Leder, M. (Director). (2000). *Pay it forward* [Motion picture]. United States: Warner Studios.

Salerno, R. (Producer), & Iñárritu, A. G. (Director). (2003). *21 grams* [Motion picture]. United States: Focus Features.

Stillerman, J., & Leary, D. (Producers), & Demme, T. (Producer/Director). (2001). *Blow* [Motion picture]. United States: New Line Cinema.

Topping, J., & Costas, C. D. (Producers), & Thomas, B. (Director). (2000). *28 days* [Motion picture]. United States: Columbia Tri-Star.

Vachon, C., Koffler, P., & Marcus, J. (Producers), & Bailey, F., & Barbato, R. (Directors). (2002). *Party monster* [Motion picture]. United States: Twentieth Century Fox Home Video.

Watson, E., & West, P. (Producers), & Aronofsky, D. (Director). (2000). *Requiem for a dream* [Motion picture]. United States: Artisan Entertainment.

Weingarten, L. (Producer), & Brooks, R. (Director). (1958). *Cat on a hot tin roof* [Motion picture]. United States: MGM Pictures.

Woods, C. (Producer), & Clark, L. (Director). (1995). *Kids* [Motion picture]. United States: Trimark Home Video.

Yehranian, Y., Hamsher, J., Murphy, D., & Leveen, R. (Producers), & Veloz, D. (Director). (1998). *Permanent midnight* [Motion picture]. United States: Artisan Entertainment.

Zal, R., & Baer, D. (Producers), & Ziehl, S. (Producer/Director). (1999). *Broken vessels* [Motion picture]. United States: Unapix.

Zanuk, R. D. (Producer), & Zanuk, L. F. (1991). *Rush* [Motion picture]. United States: Metro-Goldwyn-Mayer.

Zwick, E., Herskovitz, M., & Bickford, L. (Producers), Soderbergh, S. (Director). (2000). *Traffic* [Motion picture]. United States: Buena Vista Home Entertainment.