COURSE OUTLINE

COUN 514
Drugs and Addictions
3 Semester Credits
ONLINE FORMAT

I. COURSE DESCRIPTION:

A comprehensive study of drugs and addictions. Particular focus will be placed on physiological functions related to the etiology and treatment of addiction in both therapeutic and educational settings, as well as on the Adventist perspective of holistic health.

II. REQUIRED READING:


III. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the Conceptual Framework of the Counseling Program at the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.
To Serve, To Lead, To Transform

A. Mission of the School of Education and Psychology: Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. Goal of the School of Education and Psychology: The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. Core Curricular Experiences and Learning Outcomes:

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective counseling, prevention, and intervention;
   (b) service to clients who represent diverse populations; and
   (c) advocacy to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful assessment that facilitates a plan of action,
   (b) diagnosis leading to appropriate treatment, and
   (c) promoting optimal academic development in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct research that contributes to the knowledge base of the profession;
   (b) critically evaluate research and apply current information to decision making; and
   (c) conduct meaningful program evaluations that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to ethical and legal standards specific to the counseling practice;
   (b) adhering to the professional orientation and roles that are relevant to the counseling practice;
   (c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the foundation knowledge specific to the area of counseling practice, and
   (e) leading in the development and management of counseling practice in a clinical or school setting.
KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Recognize the potential for substance use disorders to mimic, coexist with, and impact a variety of medical and psychological disorders. [CACREP MH-A.6, MH-K.3]
2. Know the disease concept and etiology of addiction and co-occurring disorders. [CACREP MH-C.4]
3. Develop and maintain a working knowledge of pharmacology, toxicology, and the body's natural opiates (endorphins and enkephalins) as they relate to functions of the body. [CF 2b]
4. Classify the types of mood-altering chemicals frequently misused (i.e., sedative-hypnotics, barbiturates, stimulants, hallucinogens, cannabinoids, opiates, etc.).
5. Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. [CACREP SC-G.2]
6. Be able to recognize symptoms of adult chemical dependence and other addictions. [CACREP SC-G.2]
8. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. [CACREP MH-D.8]
9. Understand the value of health and the commitment to a lifestyle of wellness from the Seventh-day Adventist perspective.
10. Design community- and school-based prevention and intervention plans related to the effects of health and wellness to be implemented while taking COUN 584 [CACREP MH-D.8, SC-D.3; TNSC 2]

* Identifiers between brackets refer to the Clinical Mental Health Counseling (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course objective contributes.

IV. METHODS OF INSTRUCTION:

Assigned readings, videos, quizzes, discussion board questions, a 12 step group experience, and a health & wellness plan will be used in this course.

V. DIVERSITY CONSIDERATIONS:

In this course, considerable time will be dedicated to studying how issues associated with addiction are influenced by the cultural context. Students will also study how to use appropriate, culturally responsive modalities when working with clients with addictions and co-occurring disorders.

VI. INCORPORATION OF TECHNOLOGY:

In this course, students will need to regularly access their Southern Adventist University email accounts for course information and updates. In addition students will need to regularly access eclass in order to create, read, and respond to discussion board posts. Students will also submit assignments on eclass and be able to access graded assignments.
VII. INCORPORATION OF RESEARCH:

1. **Students**:

   As part of a class project, students will conduct research activities associated with the efficacy of prevention and intervention plans for health and wellness as they are implemented in school and community settings.

2. **Instructor**:

   The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


VIII. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the School of Education and Psychology (SEP) professional education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, this course will provide students with experiences in decision-making principles and strategies that will promote the enhanced well-being of the persons they serve, as it is supported by the Christian Seventh-day Adventist faith and the SEP Conceptual Framework. This course will also provide a special focus on health and wellness issues from the holistic approach to health that is advocated by the Seventh-day Adventist faith.
IX. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

Instructor Responsibilities:

a) The instructor will explain clearly the requirements for assignments, examinations, and projects.

b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

Student Responsibilities:

a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.

b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current Publication Manual of the American Psychological Association.

c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred in any way, he or she will take the following steps:

1. Privately discuss the incident with the student.

2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.

4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.

5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current Counseling Student Handbook.

3. Preparation and Participation:
   a) Assigned readings are expected to be completed prior to submitting discussion board posts.
   b) Students should be prepared to discuss and answer questions about the assigned material through the discussion board format.

4. Make-up or Late Work and Extra-credit:
   a) Make Up Work - Quizzes may be made up if students have an excused absence. If students know they are going to be absent, they must arrange for make-up work prior to absence.
   b) Extra Credit Work - Extra credit work will not be offered in this course.

5. Course Evaluation:

   Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. Students may access the online evaluation at access.southern.edu. Log in using student SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

X. COURSE REQUIREMENTS AND ASSESSMENT:

1. Quizzes:

   a) Quizzes will cover each chapter in the course textbook.
   b) Quizzes will include 20-25 multiple choice questions.
   c) Quizzes will be open book.
   d) Quizzes will be taken through eclass and will be timed.
2. **Health and Wellness Plan:**
   
a) Working in pairs, students will develop a prevention and intervention plan related to health and wellness, to be implemented in school settings by school counseling students and in community settings by clinical mental health students. At least 10 references from the research literature supporting the efficacy of these plans will be required.

b) Create a program, presentation, or seminar related to promoting mental health and post the presentation on the discussion board.

c) This assignment will represent 40% of the course grade.

3. **Discussion Board Posts:**
   
a) The instructor will post a discussion question at the end of each week.

b) Students will submit their initial discussion board post by Tuesday at 5:30 pm.

c) Students will then post their response posts by Thursday at 5:30 pm.

d) All discussion board posts are to be typed in APA format and include citations and a references section.

e) Discussion board posts will represent 20% of the final course grade.

4. **Book Review:**
   
a) Students will read *The Big Book (AA).*

b) Students will then type a five (5) page book review in APA format.

c) In their review, students will include a section on faith integration, analyzing key concepts from a Biblical perspective.

5. **12 Step Group:**
   
a) Students will attend an OPEN 12 step group meeting, selecting one from the list below.

b) Students will then discuss their experiences in a discussion board post.

- Al-Anon: [http://www.al-anon.alateen.org/meetings/meeting.html](http://www.al-anon.alateen.org/meetings/meeting.html)
- Gamblers Anonymous: [http://www.gamblersanonymous.org/mtgdirTOP.html](http://www.gamblersanonymous.org/mtgdirTOP.html)
- Nar-Anon: [http://nar-anon.org/naranongroups.htm](http://nar-anon.org/naranongroups.htm)
- Overeaters Anonymous: [http://www.oa.org/all_about_meetings.htm](http://www.oa.org/all_about_meetings.htm)
XI. COURSE GRADING SYSTEM:

1. Testing Methods:

Students will be evaluated based on results from quizzes, discussion board posts, class projects and presentations.

2. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The Expected Outcome column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percentage of Final Grade</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book review</td>
<td>10</td>
<td>6, 8</td>
</tr>
<tr>
<td>12 step group</td>
<td>10</td>
<td>8-10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
<td>1-9</td>
</tr>
<tr>
<td>Discussion board posts</td>
<td>20</td>
<td>1-10</td>
</tr>
<tr>
<td>Health and wellness plan</td>
<td>40</td>
<td>9, 10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>
4. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student has questions. Results will be submitted to students’ academic advisers and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty adviser and the student, whether there are or there are not reasons for concern.

**XII. COURSE CALENDAR:**

**D&A**

**Week 1**

**2 essential understandings:** *The different types of mood-altering chemicals that are misused & how these substances affect people*

Corresponding Course Objective(s):

- Classify the types of mood-altering chemicals frequently misused (i.e., sedative-hypnotics, barbiturates, stimulants, hallucinogens, cannabinoids, opiates, etc.).
- Develop and maintain a working knowledge of pharmacology, toxicology, and the body’s natural opiates (endorphins and enkephalins) as they relate to functions of the body.

**Biblical Principle:**

- For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope. Jeremiah 29:11 ESV
- I praise You, for I am fearfully & wonderfully made. Psalm 139:14 ESV
- Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God. 1 Cor. 6:19 ESV
• A man who is kind benefits himself, but a cruel man hurts himself. Proverbs 11:17 ESV

2 Main Activities:

• View streaming media: The Neurobiology of Addiction
• Read chapters 1-3 (History, Ethics, & Substances)
• Read first half of The Big Book
• Pair up to begin wellness project
• Identify 12 step group to attend

2 Discussions:

• Types of substances
• Effects of substances

Week 2

2 essential understandings: Etiology, assessment, diagnosis, & treatment planning.

Corresponding Course Objective(s):

• Recognize the potential for substance use disorders to mimic, coexist and impact a variety of medical and psychological disorders.
• Know the disease concept and etiology of addiction and co-occurring disorders.
• Identify standard screening and assessment instruments for substance use disorders and process addictions.
• Be able to recognize symptoms of adult chemical dependence and other addictions.

Biblical Principle:

• Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well. 3 John 1:2 (NIV)

2 Main Activities:

• View http://media.samhsa.gov/co-occurring/
• Read chapters 4-6 (Etiology, Assessment & diagnosis, Treatment Setting & Treatment Planning)
• Read second half of The Big Book
• Attend 12 step group
• Work on wellness project

2 Discussions:

• Assessment: Case scenario. Which assessment instrument would you select? What might be some treatment plan considerations?
• Co-occurring disorders: Treatment planning for co-occurring disorders
Week 3

2 essential understandings: Treatment Strategies & Relapse Prevention

Corresponding Course Objective(s):

- Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders

Biblical Principle:

- Whatever you do, work heartily, as for the Lord and not for men. Collations 3:23 ESV
- For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery. Galatians 6:9 ESV
- For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery. Galatians 5:1 ESV

2 Main Activities:

- Read chapters 7-10 (Individual Tx, Group Tx, Fam Tx, Relapse Prevention)
- Type & submit book review on The Big Book
- View relapse prevention activities (Gorski)
- Finish up wellness project this week

2 Discussions:

- Treatment (Individual, Group, Family): In addition to individual, group, and family counseling, self-help strategies can aid in maintaining sobriety. Discuss your 12 step group visit and your thoughts on the Big Book. How might you implement these or similar self-help strategies with clients?
- Relapse Prevention: thoughts on Gorski activities

Week 4

2 essential understandings: Specific Populations, Diversity, & Prevention

Corresponding Course Objective(s):

- Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs
- Understand the value of health and the commitment to a lifestyle of wellness from the Seventh-day Adventist perspective.
- Design community and school based prevention and intervention plans related to the effects of health and wellness.

Biblical Principle:

- That the man of God may be competent, equipped for every good work. 2 Timothy 3:17 ESV
- Do not withhold from those to whom it is due, when it is in your power to do it. Prov. 3:27
• Train up a child in the way he should go; even when he is old he will not depart from it. Prov. 22:6 ESV

2 Main Activities:

• Read https://www.counseling.org/docs/practice-briefs/wellness.pdf
• Read chapters 11-13 (Specific Populations, Diversity, & Prevention)
• Submit wellness project

2 Discussions:

• Specific Populations & Diversity: what are some considerations?
• Prevention: Reflect on the reading assignments for this week. Reference both the article and the text in your post. Additionally reflect on your wellness project.

Metaphor: You harvest what you plant.

The Lord will guide you continually, watering your life when you are dry and keeping you healthy, too. You will be like a well watered garden like an ever-flowing spring. Isaiah 58:11 (NLT)

Please note: The professor reserves the right to modify course requirements and assignments as deemed necessary.