



 D O A N E C O L L E G E

Course Syllabus

Title of Course: ***Clinical Treatment Issues*** (3 credits)

Course Number: COU 657

Class Dates: March 19, 2012 – May 14, 2012

Instructor: John Folcik, LIMHP, LADC
 jcfolcik@windstream

I. Catalog Description and Credit Hours of Course:

An exploration of theories and models used to develop techniques of individuals with chemical dependency. The focus of the course is the study of treatment issues specific to substance abuse disorders including 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 diversity influences are reviewed. Clinical issues that shape practice for professionals treating chemical dependency 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 dependence individuals. Upon completion of this course students will identify treatment issues specific to substance abuse disorders and demonstrated understanding of the impact of these issues on service delivery.

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. (3)

II. Prerequisite(s):

Permission of the Instructor

III. Course Integrated into Focus area:

Mental Health Focus	Addictions Focus	School Counseling Focus
Elective	Required	Elective

IV. Course as Relates to External Requirements

LMHP	LADC	NDE Endorsement
	Required	

V. Course as Relates to External Standards

CACREP Standards (2009)

FOUNDATIONS A. Knowledge

1. Understands the history, philosophy, and trends in addiction counseling.
2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Understands a variety of models and theories of addiction related to substance use and other addictions.
6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within addiction agencies and in the community.

B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

COUNSELING, PREVENTION, AND INTERVENTION C. Knowledge

1. Knows the principles of addiction education, prevention, intervention, and consultation.
2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
4. Understands the role of spirituality in the addiction recovery process.
5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
6. Understands the principles and philosophies of addiction-related self-help programs.
7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

D. Skills and Practices

<ol style="list-style-type: none"> 1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling. 2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery. 3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
Nebraska Department of Education Standards: Rule 20
NA
American School Counselor Association (ASCA) National Model
NA
NCATE
NA

VI. Purposes and Learning Objectives of the Course

- A. The student will know 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.
- B. The student will comprehend 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.
- C. 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.
- D. The student will describe therapeutic skills necessary for treating substance use disorders.
- E. 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.
- F. The Student will examine the role of family dynamics in the addiction process.
- G. The student will discuss the functions of co-occurring disorders related to substance use disorders.
- H. The student will review cultural dimensions as they relate to substance use disorders including gender, age, and ethnicity.
- I. 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.

VII. Course Content or Outline:

Class Hours

- A. Dimensions of Wellness

- a. Physical
- b. Social
- c. Spiritual
- d. Psychological
- e. Strengths & Challenges
- B. Theories of Addiction
 - a. Sociological
 - b. Psychological
 - c. Psychodynamic
 - d. Physiological
 - e. Biopsychosocial
- C. Principles of Addiction Treatment
- D. Themes in Addiction Treatment
 - a. Denial, resistance, and minimization
 - i. Motivation and readiness to change
 - b. Relapse potential and relapse prevention
 - c. Family Dynamics
 - d. Cross Addiction
 - e. Co-occurring Disorders
 - f. Adult Children of Alcoholics
 - g. Elderly
 - h. Adolescents
 - i. Other Addictive Behaviors
- E. Addiction Treatment
 - a. Residential
 - b. Intensive Outpatient
 - c. Outpatient
 - d. Education
- F. Psychology of Addiction
 - a. Expectancies
 - b. Social Learning Theory
 - c. Self Efficacy
- G. Culture and Lifestyle Influences
 - a. Gender and Sexual Orientation
 - b. Multicultural Populations and Addiction
- H. Community Support Groups
 - a. Twelve Step Support Groups
 - b. Faith Based/Church Support Groups
 - c. Community Based Support Groups

VIII. Text:

Harold Dowieko, Concepts of Chemical Dependency, 8th Edition, Publisher: Thomson Brooks Cole, ISBN 0-534-63284-X and selected articles, handouts and course materials.

IX. Expectations of Students:

- A. The student is expected to attend and actively participate in each class
- B. The student is expected to complete the required readings and assignments
- C. The student is expected to demonstrate satisfactory performance on course assignments - selected text readings; develop a case study to be used in class; complete 3 worksheets; work with a team to contact a local community speaker, and provide a 1 page handout for course participants; gather information on a community treatment agency to present to class; present a media piece to bring clinical issues to light, complete 3 reaction papers..
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of research methods to gather current information
- F. The student is expected to know about legal issues and ethical standards in counseling
- G. The student is expected to know about social/cultural contexts, basic theoretical content to be identified from other courses

X. Basis for Student Evaluation:

- A. Course attendance (25%)
- B. Completion of Course assignments – selected readings; worksheets; case study; media assignment; presentation (25%)
- C. Quality graduate and undergraduate course assignments (25%)
- D. Quality graduate and undergraduate class participation (25%)

Final letter grade:

95% to 100% = A

85% to 94% = B

75% to 84% = C

0% to 74% = F

[NOTE: *The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment of information and grading procedure in this section in the specific course syllabus posted on the web site and handed out at the beginning of each semester.]*

XI. Methods of Instruction: A combination of:

- A. Classroom lectures and discussion; community presentations.
- B. Classroom experiential exercises and student involvement in course activities
- C. Web-assisted, Blackboard, instructions, assignments, worksheets or exams
- D. This will be an interactive course that includes an elevated level of classroom participation, including lecture and instruction, guest speakers, videos, case studies, and student presentations

- XII. Academic Integrity Statement:** Doane College values academic integrity (honesty, trust, fairness, respect, and responsibility) and recognizes that individuals can achieve their maximum potential and contribute appropriately to the well-being of the larger community only if they recognize the ethical dimensions of decisions and actions. The college assumes all members of the academic community will exhibit academic integrity supporting student access, academic quality, academic rigor, innovation and collegiality. Plagiarism and cheating are examples of behaviors that do not meet this value.
- XIII. Students with Disabilities Statement** Any student who feels she/he may need an accommodation based on the impact of a disability should contact MAC Assistant Dean Jean Kilnoski, 402 466-4774 ext 321 or jean.kilnoski@doane.edu to confidentially discuss specific needs and to coordinate reasonable accommodations for documented disabilities.
- XIV. Civility, Respect and Classroom Etiquette:** Respect for presenters, other students and the instructor is required. **Cell Phones:** The class will discuss handling cell phone calls during class and come to consensus on a procedure. **Texting:** Please refrain from text messaging during class as it is unprofessional. Personal computers have limited application in this course.
- XV. Counselor Dispositions:** Under Development
- XVI. Knowledge Base References:** Under development
- XVII. Course Schedule:** The course meetings will be held evenings 6:00 – 10:30 PM