



# Counselor Education Program



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## **CED 735, Section 3: Substance Abuse Prevention and Intervention**

Summer Session III

3 Credit Hours

Login to Course Web Campus Site: <https://webcampus.nevada.edu>

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**Instructor: Shannon Smith, Ph.D., CPC, NCC, RPT**

Class Location: Web Campus

Office phone: 702-895-5095

Office location: CEB

E-mail: Use WebCampus email only (not Rebel mail or UNLV)

### **I. COURSE DESCRIPTION**

UNLV Graduate Catalogue: Overview of physiological and interpersonal impacts of substance abuse. Emphasis on empirically validated prevention programs, substance abuse assessment, counseling techniques, referral information, aftercare, and relapse prevention strategies.

Mental Health professionals in all settings (schools, agencies, private practice, etc.) will acquire attitudes, knowledge and skills necessary to work productively and effectively with issues of addiction.

### **II. COURSE OBJECTIVES**

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core program standards. CACREP core standards addressed in this course include:

CACREP Section 5A 2.f	An orientation to wellness and prevention as desired counseling goals.
CACREP Section 5A 2.a	Counselor characteristics and behaviors that influence helping processes.
CACREP Section 5A 3.d	Techniques and interventions related to substance abuse and other addictions
CACREP Section 5A 1.b	Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

CACREP Section 5A 2.e	A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
CACREP Section 5C 1.b and 2.b	Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment

## **A. Knowledge**

Upon completion of this course, counselors will understand:

1. Understand and articulate the current theories/models of addiction and recovery. (CACREP Section 5A, 1.b.);
2. Understand and identify intervention, treatment and relapse prevention strategies. (CACREP Section 5A, 3.g);
3. Procedures for conceptualizing client concerns (CACREP Section 5A, 3.a);
4. Facilitating counseling goals (CACREP Section 5A,f)
5. Use of various theory based interventions (CACREP Section 5A, 3.d);
6. Understand and differentiate classifications of drugs and their effect. (CACREP Section 5A, 2.h): and
7. Demonstrate an understanding of the 12-step recovery programs. (CACREP Section 5A, 2.g).

## **B. Skills**

Upon completion of this course, counselors will be able to:

1. Indicate knowledge and the initial skills appropriate to assessing, interviewing, and treating addicted clients and families struggling with addiction concerns. (CACREP Section 5A, 3.a);
2. Identify and conceptualize client concerns using theory, intervention, and models of addiction for prevention and treatment of addictions (CACREP Section 5A, 3.g);
3. Identify and co-construct appropriate prevention based goals for counseling (CACREP Section 5A, 3.d)
4. Evaluate the counseling process (CACREP Section 5A, 3.g); and
5. Articulate and lessen the potential interference a student's personal issues might have when dealing with clients and families struggling with addiction concerns. (CACREP Section 5A, 2.l.).

## **C. Dispositions**

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

1. Appreciation and respect for a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships; and

3. Valuing the client's ability for self-directed growth within a facilitative counseling relationship.

### III. RESULTS

Students will demonstrate attainment of course objectives through:

1. Regular participation in class discussions, assigned readings and activities;
2. Submission of assignments; and
3. Successful completion of exams.

### IV. TEXTS

#### Required Text & Articles

Fisher, G.L. & Harrison, T.C. (2013). *Substance Abuse: Information for school counselors, social workers, therapists and counselors*. 5<sup>th</sup> ed. Pearson Education, Inc.

Students will: 1) Read all assigned literature each week. The literature will inform students and help them prepare for assignments and exams. Students are to take responsibility for their own learning of the assigned reading materials; so if there is something additional they want to discuss, including cases relevant to the topic at hand, students need to notify the instructor.

Poerio, R. A. *Beating Addiction with exercise and nutrition*. Here is an Amazon link: [https://www.amazon.com/dp/1500444561/ref=rdr\\_ext\\_tmb](https://www.amazon.com/dp/1500444561/ref=rdr_ext_tmb)

Articles are referenced in WebCampus.

1. **Submitting Required Assignments:** Required assignments and their submission deadlines are described in this syllabus. All assignments must be in accordance to the latest publication and formatting standards of the American Psychological Association (APA). Unless otherwise noted, assignments are due no later than the start of class on the due date. Unless otherwise noted, assignments are to be submitted electronically through the WebCampus site in Microsoft Word format **ONLY**, no other format is acceptable (e.g., pdf, rtf, pages, etc.). The number of required pages for your assignments does NOT include your cover page, abstract, and references page. Your papers are to be double-spaced, typed in 12-point font, and use 1-inch margins. Failure to comply with the proper formatting style will result in a reduction of your grade for the assignment.

2. When submitting your assignments, be sure to name your Word files in the following way: "Last name—Name of the assignment." Assignments that are not labeled appropriately will be sent back to the student and must be re-submitted via the WebCampus site. Students who must resubmit their assignments **WILL** be assessed a late penalty. Late assignments are dropped 1 letter grade for each day they are late. No assignment is accepted after 2 days of being tardy. Please see the assignment descriptions and schedule sections for specific criteria

related to each assignment. Please communicate with the instructor beforehand should there be a foreseen problem with submission deadlines and assignments.

**3. Communication with the Instructor: Please remember that your communication with the instructor will contribute to the professional development evaluation. When sending emails to your instructor, students must include an appropriate subject in the “subject” line, include a proper salutation, and avoid writing in poor and improper grammar. Writing an email to your instructor is NOT the same as sending a text message to a friend. The instructor reserves the right to not respond to student emails that are not properly addressed and/or formatted. You will typically receive a response within 48 business hours, excluding weekends. That is, emails sent over the weekend will be responded to within 48 hours from the following Monday; additionally, emails sent after 5:00 pm on Fridays will be responded to on the following Monday.**

## **V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE**

**Requirements:** Students must complete the following:

1. Discussion and Participation:

**Online Discussions & Activities:** Participation and attendance in the discussions and activities are essential components of this class. Students are expected to actively participate in the online class discussions (in WebCampus) and related activities according to the class schedule. These discussions and activities will provide students with opportunities for online dialogue, questions, and interactions related to the class material. Grades will be assigned according to the “Discussion Rubric” (see the “Rubrics” folder on the course homepage in WebCampus for further information). There will be discussion topics and activities each week, initial post (IP) due each Wednesday of the week and the follow-up posts (FP’s) due by Sunday. Discussions are based on the readings, therefore, students must complete all assigned reading material during the course of this semester. See the grading rubric for this assignment. **220 points total, due according to each module – see modules for due dates.**

2. Attend Open Treatment Meetings.

Students will attend at least 3 open meetings such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Gamblers Anonymous (GA), Alanon (Affected Persons support group), Overeaters Anonymous (OA), and the like. Write a brief (4-5 page) APA paper reflecting your impressions, and your experiences and thoughts. Be sensitive to the therapeutic integrity of these groups. Attend open groups only.

Be sure to include references related to the type of groups you attended. **130 points total, due according to module schedule – see modules for due dates.**

3. Abstinence Experience Contract and Paper.

Students will: 1) Select a behavior or habit they currently have, and then terminate this behavior or habit for four weeks. 2) At the onset of this experience, students will make a formal contract (approximately 1 page) that includes name, date, the behavior or habit they are going to abstain from, why it was chosen, likelihood of success, level of

commitment, and make an initial analysis (self-assessment) of change using Prochaska, DiClemente, and Norcross (1992) model of change. 3) At the end of the four weeks, students will write a 6-8 page APA paper on the experience. The paper should detail the student's experience in the cessation of the chosen behavior or habit and relate the learning to the conceptual material presented in class or in other professional readings. Be sure to include how difficult it was to remain abstinent, what techniques were used to remain abstinent, whether or not there was a relapse, any withdrawal symptoms, etc. The student should explore how this experience impacted their belief about addictions and empathy for clients, if at all. **NO ABSTINENCE EXPERIENCE – NO CREDIT.** 4) Students will integrate research and current knowledge of addictions into their paper. 5) Use APA writing style. Below are considerations for this project and paper:

- Provide a description of your thinking, feeling, and motivation for each of the Stages of Change that you passed through (Prochaska, DiClemente, & Norcross, 1992).
- Describe how long each Stage of Change took you.
- For each of the Stages of Change, think about your 'issue' and provide three statements that you would have made at the time on maintaining the status quo or making a change. Include why you did not want to change, and why you did want to change.
- Describe the support or hindrance that you have experience from those around you. To what extent has your ability to change been facilitated by others, and to what extent has your change been undermined by others.
- How has the fact that you changed affected your relationships with others? Describe three positive effects on relationships, and describe three negative effects on relationships.
- Relapse. Write about whether you 'relapsed' or not.
  1. For how long?
  2. Why?
  3. What did you learn from your relapse?
  4. How long did it take for you to change back after relapsing? Describe how you accomplished that. Was it less difficult, or more difficult than the first time you changed?

**100 points total, due according module schedule – see modules for due dates.**

4. **Exams:** Students will complete 2 exams (mid-term and final) via Web Campus. Exams will cover materials from required readings, postings from the instructor, discussions and activities. **150 points total, due according to each module – see modules for due dates.**

5. **PowerPoint on Drug Class:**

Students will complete a PowerPoint on a drug class and/or drug. Use 5-10 recent (within the last 5-6 years) peer reviewed references to obtain your information. Instructor approval of assignment topic must be obtained.

- Opioids such as Heroin, oxycontin, and prescription pain killers
- Cannabinoids such as marijuana & hashish
- Hallucinogens such as LSD, mushrooms, XTC
- Depressants such as barbiturates and anxiolytics (prescription and illicit)
- Stimulants such as amphetamines that are prescription, OTC and illicit

- Nicotine
- Alcohol

Presentations should include:

- Description, street names, and the names that people use to describe actually engaging in its use
- The forms it comes in
- How it is administered
- Who uses it (gender, age, ethnicity, region),
- The course of addiction (how it starts and how it progresses to dependence)
- The cognitive effects
- The affective/emotional effects
- The physical effects
- If there are intergenerational genetic or psychosocial traits
- What type of treatment is indicated
- What type of family supported is indicated
- Withdrawal symptoms and complications
- Are there any science-based practices for treatment (if so, describe and give references of journal articles)
- What are the community resources for this (local contact names and phone numbers) and provide a list of local referral sources

**50 points total, due according module schedule – see modules for due date.**

All written assignments MUST be submitted electronically as a **Microsoft-Word** document in PC format (No files in other formats will be accepted, including Macintosh files, WordPerfect, or Microsoft Works files). You have full access to Microsoft Office applications at computer labs and campus libraries.

**Note:** All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing **PRIOR** to assignment deadlines. Otherwise, late course work will **not** be accepted. In accordance with the CED program policy, incomplete grades ("I") are given only in circumstances that meet university criteria (i.e., death in family, severe illness). For an incomplete assignment, a "B" grade is the highest grade that may be issued.

## VI. EVALUATION/PERFORMANCE INDICATORS

**Grading Policy:** Grades will be assigned based on the following scale:

<b>A</b> = 90% - 100%	(+) = 97%-99%	(-) = 90%-93%	650 - 585 points
<b>B</b> = 80% - 89%	(+) = 87%-89%	(-) = 80%-83%	579 - 520 points
<b>C</b> = 70% - 79%	(+) = 77%-79%	(-) = 70%-73%	514 - 455 points
<b>D</b> = 60% - 69%	(+) = 67%-69%	(-) = 60%-63%	449 - 390 points
<b>F</b> = 59% & below	(+) = 57%-59%	(-) = 50%-53%	384 - & below

## **Grading:**

Class Participation/Discussions	220 points
Attend Open Treatment Meetings	130 points
Abstinence Experience Contract and Paper	100 points
Midterm Exam	75 points
Final Exam	75 points
PowerPoint on Drug Class	50 points
<b>TOTAL</b>	<b>650 points</b>

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—**Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only.** It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, **of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.** For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—**The University encourages application of the transparency**

**method of constructing assignments for student success. Please see these two links for further information:**

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to

**the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.** Emailing within WebCampus is acceptable.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

## CED 735 Substance Abuse Prevention and Intervention

University of Nevada, Las Vegas

Summer Session III

Tentative Class Schedule

DATE	TOPICS	READINGS/ASSIGNMENTS
WEEK 1	Introduction  Role of the Counselor Classification of Drugs Models of Addiction	Fisher & Harrison - Chapters 1-3 Poerio - Chapters 1-2 Discussion 1 & 2 <u>Submit Abstinence Contract</u>
WEEK 2	Treatment Part 1  Confidentiality Ethics Screening Assessment Diagnosis	Fisher & Harrison - Chapters 4-6 Poerio - Chapters 3-4  Discussion 3 & 4 <u>PowerPoint on Drug Class</u>
WEEK 3	Treatment Part 2  Theory Based Interventions Motivational Interviewing Treatment of AOD Problems Relapse Prevention and Recovery	Fisher & Harrison - Chapters 7-9 Poerio - Chapters 5-6 Discussion 5 & 6 Mid-term Exam
WEEK 4	12 Steps, Children/Families  Twelve-Step and Other Types of Support Groups Children and Families Adult Children and Codependency	Fisher & Harrison - Chapters 10-12 Poerio - Chapters 7-8  Discussion 7-8 <u>Paper: Attend Open Treatment Meetings</u>
WEEK 5	Gambling, HIV & Aids, Prevention  HIV/AIDS 255 Gambling and Other Addictions Prevention	Fisher & Harrison - Chapters 13-15 Poerio - Chapters 9-11 Discussion 9, 10, & 11 <u>Abstinence Experience Contract and Paper</u> Final Exam

\* Note: This syllabus may be revised at any time to meet the needs of the class.