



Course 413
Drugs of Abuse

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Course Description

This course serves as a step-by step approach to treat clients with substance use and abuse issues. While many students want to jump right to the “counseling” stage, several steps must be performed including screening, assessment, and treatment planning before “counseling” can even begin. Each of these areas will be detailed with specific steps, which fall into the total scope of practice for the addiction professional, including an emphasis on proper documentation. This course also addresses the clinical thinking skills required in professional counseling settings. Fully revised to include DSM-5, the text discusses diagnosis, case conceptualization, treatment planning and the interplay of various clinical tools and their application.

Topics will include:

- Clinical Evaluation
- Screening and Assessment
- Treatment Planning
- Documentation

Degree Program Outcomes

At the conclusion of this degree program, the student will able to:

1. Understand and apply the history, philosophical and theological basis of movements of Christians serving the poor, the oppressed and urban communities.
2. Use spiritual care skills such as preaching, counseling, evangelism and discipleship in the urban context.
3. Lead others to accomplish the missions of the organizations with which they are affiliated.
4. Understand and apply principles from the various programs that are offered to people in the urban context including addiction recovery, community development, services to the homeless, women, youth work and family ministries.

Course Goal

The student will have an enhanced ability to understand, work with, and implement the screening, assessment, and treatment plan process. Students will learn how to utilize the DSM-5 to diagnose client disorders, make sense of the client’s presenting problems through case conceptualization and finally design a treatment plan to assist clients in implementing change. Student learning will be enhanced by using popular culture archetypes to better understand counseling issues as they utilize their skills in a practice format.

Course Objectives

After completing this course, students will:

1. List and implement various methods of beginning and maintaining the therapeutic alliance.

2. Select and implement various screening and comprehensive assessment instruments that will be sensitive to the client's needs and best determine client pathology and severity of addictions.
3. Summarize findings from the implementations of the screening and assessment instruments into a narrative format.
4. Plan and document the proper course of treatment for individual clients which will include identifying and defining the client's problems and devising goals, objectives, and interventions to help return the client to normal functioning.
5. Understand clinical thinking skills required for diagnosis and treatment planning.
6. Learn how to utilize the DSM-5 in assisting with client diagnoses.
7. Learn a process of case conceptualization that includes identifying problems, grouping those problems into themes, and selecting a theoretical approach for treatment and counseling.
8. Learn how to design a custom treatment plan for diverse client presentations.
9. Review a "popular culture" caseload to implement and reinforce learning concepts.

Required Texts

Robert R. Perkinson. (2012). *Chemical Dependency Counseling A Practical Guide* 4th Ed. Thousand Oaks, CA: Sage Publications.

Schwitzer, A. & Rubin, L. (2015). *Diagnosis & Treatment Planning Skills: A Popular Culture Casebook Approach, 2nd Ed.* Thousand Oaks, CA: Sage Publications.

Other learning materials will be provided in digital format throughout the course.

Course Outline

Week	Assessments
1	Objectives: <ul style="list-style-type: none"> • To introduce the student to the content and purpose of this course. • To introduce the student to the content and purpose of this course.
	Assignments: <ol style="list-style-type: none"> 1. Get acquainted with your professor 2. Read the Preface and Chapters 1 and 2 of your text and complete the study guide 3. What does Perkinson say about treatment medications, continuing care, and walking with the patient? 4. Introduce yourself to the rest of the class in this class forum.
2	Objectives: <ul style="list-style-type: none"> • Learn to list and implement various methods of beginning and maintaining the therapeutic alliance. • Begin to select and implement various screening and comprehensive assessment instruments that will be sensitive to the client's needs and best determine client pathology and severity of addictions. • Introduce the student to the field of psychopathology as it relates to addictions
	Assignments: <ol style="list-style-type: none"> 1. Read Chapter 3: The First Hours of Treatment in <i>Chemical Dependency Counseling: A Practical Guide</i> by Perkinson. Write about your experiences. Reflect on the ease at which you felt taking the initiative. Do an internet search of "DSM-5". Read Appendices 1 through 6 in <i>Chemical Dependency Counseling: A Practical</i>

	Guide by Perkinson..
3	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn to summarize findings from the implementation of the screening and assessment instruments into a narrative format. • Understand the Biopsychosocial assessment process and its relevance to treatment. • Gain the experience of conducting a Biopsychosocial assessment.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 4: "The Biopsychosocial Interview" in Chemical Dependency Counseling: A Practical Guide by Perkinson. What do you think will help you to be relaxed during your first assessment? Watch the video clip of Dr. Kipp's debrief of the Biopsychosocial Assessment and write a reaction paper. To begin developing your assessment skills, use yourself as your first "guinea pig." Make a copy of the Biopsychosocial Assessment in Appendix 32 on pages 433-441 of your text.
4	<p>Objectives:</p> <ul style="list-style-type: none"> • Summarize findings from the implementation of the screening and assessment instruments into a narrative format. • Understand the Biopsychosocial assessment process. • Gain the experience of conducting a Biopsychosocial assessment. • Learn to plan the proper course of treatment for individual clients which will include identifying and defining the client's problems and devising goals, objectives, and interventions to help return the client to normal functioning. • Gain knowledge of therapeutic and supportive resources in their community to help clients achieve and maintain recovery. • Document all aspects of the client's treatment from the client's initial screening through to discharge from program.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. After you have completed the practice interview, reflect on the assigned questions: 2. Write a narrative summary of your interview using the following assigned headings: 3. Reflect on the internet search "DSM-IV-TR" and how that classifies your practice client with substance related disorders. 4. Read Chapter 5: The Treatment Plan in Chemical Dependency Counseling: A Practical Guide by Perkinson and answer the questions in the Study Guide 5. About treatment planning what is something significant you learned or still wonder about? 6. Take the midterm exam for this course.
5	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn to understand the ways in which people think and the influence of inaccurate thought processes on addictions • Become aware of how defense mechanisms fuel addictive behavior • Understand how maladaptive behaviors develop and how they affect addictions.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 6: Individual Treatment in Chemical Dependency Counseling: A Practical Guide by Perkinson. 2. Watch the video clips and write a reflection paper. 3. There has been much research on the effectiveness of various treatment approaches in relation to successful therapeutic outcomes. Reflect on the following questions. 4. Reflect on the following questions about empathy as understanding how someone feels.
6	<p>Objectives:</p> <ul style="list-style-type: none"> • Introduce the student to Family Programming.

	<ul style="list-style-type: none"> • Learn to understand the ways in which people think and identify the influence of inaccurate thought processes on addictions. • Understand how maladaptive behaviors develop and how they affect addictions. • Become aware of how defense mechanisms fuel addictive behavior review the types of performance enhancing drugs athletes use and abuse to “up their game.” • Learn how compulsive and addictive behaviors effect the brain’s reward pathways in much the same way as drugs. • Review the main compulsive behaviors classified as addictions.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 13 "The Family Program" and complete the study guide Think about a behavior that you have. Put that behavior into the Behavior Chain. Describe each link in objective terms and write it as reflection paper. Reinforcement and Punishment and respond to the questions as a post in this Class Forum.
7	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn the basis of Cognitive Therapy. • Understand how cognitive therapy assists clients with overcoming their addictions. • Gain enhanced understanding of diagnosis and treatment planning skills
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. After you have completed the “Applying Cognitive Therapy” exercise reflect on the assigned questions. 2. Read the textbook, Diagnosis & Treatment Planning Skills and complete the study guide
8	<p>Objectives:</p> <ul style="list-style-type: none"> • Understand Interpersonal Therapy • Learn the Characteristics of a Good Counselor and identify his/her own positive characteristics as a counselor • Be introduced to Treatment and Discharge Planning with clients • To take a final examination for this course.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 16: The Good Counselor in Chemical Dependency Counseling: A Practical Guide by Perkinson. Answer the questions in your Study Guide. 2. Write a 1-2 page reflective paper on the assigned questions on “Higher Power” and submit to your instructor. 3. Often people are afraid to express their feelings because they are afraid of what will happen if they are honest about what they are feeling. 4. Take the Course 415 Final Exam. 5. Complete the Course 415 online Course Evaluation Form. (REQUIRED to complete this course and receive a grade)
Overall	Total estimated hours based upon 17 hours per week for 8 weeks

Forum Expectations

We expect that students will spend an estimated one-two hours to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn't read every post), and an estimated 1 hour to post two reply messages. Forum grading will be based on the following items:

- Forum posts should be 200-400 words although these are not strict limits.

- Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum. Be sure to read the learning objectives.
- Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
- The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings
- Students are not required to use APA format for references in forum posts, but instead students are encouraged to hyperlink relevant information when possible.
- Grading rubric: forums use the same high level grading rubric as for the final project including
 - Content Knowledge (25%)
 - Critical Thinking (25%). Note that critical thinking is very different from criticism.
 - Communication (25%)
 - Application (25%)

Written Work

Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan_Smith_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. *Do not preach.*

Late Policy

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

- Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
- Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
- All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade
- Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor's discretion.
- Applications for an extension should be sent to the professor at least 2 or more days before the due actual date. Extensions must be after a course ends submitted via the online extension request form. If an extension is granted, no other courses may be taken until that course is completed.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

This syllabus is subject to change without notice up until the first day of the semester. For more academic policies, please visit: <http://www.cityvision.edu/academic-policies>