

Chaminade University of Honolulu

Drug Abuse Counseling PSY 710-01-3

Spring 2018

Instructor: Desrae Kahale MHC

Room: HH 102

Contact Number: 263-1923 or (808) 722-2437

Time: Tues 5:30-9:30pm

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Required text: Treatment Strategies for Substance Abuse and Process Addictions. Smith, Robert L.

Catalog Course Description

This course is designed to increase the student's understanding of alcohol abuse assessment and counseling. The course emphasizes the goals, strategies and skills needed to be effective.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program. This emphasizes emphasis student learning outcomes of knowledge and skills for the practice of drug abuse counseling. This course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

This course develops and assesses the skills and competencies for the MSCP program and emphasis student learning outcomes of 1) knowledge and skills for the practice of mental health counseling and 2) contextual dimensions: alcohol abuse counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

Course Description

Drug Abuse counseling will be taught from the perspectives of the treatment provider, therapist, intake assessor, case manager and alternative treatment modalities.

Students will learn the concepts and how to develop a treatment plan based on the individual client's needs. Students will also learn how to assess and collect information necessary for the treatment of drug abuse. Students will develop therapy skills through practice of progress note documentation, assessments, research and dyad experiences.

Read more: <http://www.healthline.com/galecontent/substance-abuse-counseling#ixzz1IF0IHYjW>

Healthline.com - Connect to Better Health

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of how to:

- Objectively examine all approaches to the problem of drug abuse.
- Integrate the practical and caring side of drug abuse with the understanding and application of evidenced based practices.
- Examine cultural influences and how they interact with drug abuse.
- See how drug abuse affects the individual, family systems and behavioral patterns.
- Understand the recovery process
- Apply Evidenced Based Practice modalities and techniques
- Complete the assessment and intake interview process
- Understand how to write DAP notes and treatment plans
- Redirect “enabling” behaviors into support for the drug abuser
- Understand the ethical issues relative to drug abuse counseling
- Use methodology and statistics to find answers to drug abuse and to measure their success.
- Integrate the scientific method and research into drug abuse counseling.
- Understand the process for CSAC credentialing

Research Paper

For this activity, read three scholarly articles on the treatment of drug abuse and co-occurring diagnoses. Then, prepare a brief paper in which you compare and contrast the three articles. Address the following in your paper:

- Identify each article and briefly describe the main contribution(s) to the field of treating drug abuse and co-occurring diagnoses.
- Discuss the findings that each article presents in their research, ideas, or programs.
- Discuss any similarities you see in comparison to each research article.
- Note how each one differed.
- Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on drug abuse and co-occurring diagnoses.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately.

Length: 4-5 pages

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policy.

Community Resource Paper

For this activity, you will locate resources to help the “drug abuse” client in **recovery**. Since this activity requires finding resources for the recovering addict, it will be necessary for you to present resources that are attainable and primary to the **recovering client who has newly completed treatment**. You will present to your class what you have researched and prepare to inform your class of the resources available in the community. **DO NOT INCLUDE TREATMENT CENTERS OR FACILITIES**. This activity is to emphasize the concept of case management and the importance of referrals and access for clients needing services outside of therapy.

You will need to prepare a list of resources with the following:

- Current description of resources in Hawaii (i.e. financial, housing, employment, sober supports etc.)
- Contact number and resource address
- Specify if resource is for males, females or family
- Eligibility requirements for a client to qualify for the resource
- Prepare to explain these resources in a brief presentation.
- Have copies of these resources to handout to class (I will assist with making copies for the class if submitted to me at least 1 week before your presentation date)

Length of resource paper: 1 page

DYAD

You will practice your therapy skills with other students focusing on fundamental processes that implement the recovering addict's psychosocial, physical and biological constructs. Using your practice skills you will also integrate counseling skills with completing the intake/assessment process.

GROUP PRESENTATION

Your group will provide information about 1 specific addiction. You will choose from chapters 2,4,5,6,8,14 from your textbook, Treatment Strategies for Substance and Process Addictions. Your presentation should be 30 minutes in length and include 1 ppt and handouts to class members. You may use visual, audio and media type resources in your presentation. All media resources will be

limited to 10 minutes of presentation time.

Final Exam

The final exam comprises of 100 multiple choice questions. The purpose of this exam is to prepare you for the CSAC credentialing experience. The scope of the exam will cover knowledge, skills and or abilities in such areas such as:

- Biological, psychosocial, emotional, behavioral and emotional consequences resulting from substance abuse and alcoholism
- Alcohol and substance abuse counseling
- Assessment, clinical evaluation, treatment planning, case management, and patient, family and community education
- Professional and ethical responsibilities

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class. If you miss an assignment or quiz because of a missed class and did not notify the instructor, you will not be able to make up the assignment or quiz. Please contact your instructor when absent by email or telephone before class begins. You will be given credit per attended class. Being late or leaving early of more than 45 minutes will be considered an absence. Class participation is graded according to attendance and your contributions to a positive learning environment.

Assessment

Research paper = 100 pts

Take home quiz = 4 @ 10 pts ea = 40 pts

DYAD = 3 @ 10 pts each for a total of 30 pts

Treatment plans 1 @ 10 pts = 10 pts

Participation = 10 pts per class for a total of 100 pts

Resource paper/presentation = 20 pts

Progress notes = 2 @ 10pts each for a total of 20 pts

Group Presentation = 50 pts

Final exam = 100 pts

Grading

A =470-430

B =429-400

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that

ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made and selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am

interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Tentative Course Schedule

DATE	Class Plan	Assignments Due
1 st class 4/10	Intro Syllabus review: grp presentation, research paper, online readings and quizzes Video: Take Your Meds	
2nd class 4/17	Lecture Group project planning Tx Plan process DYAD: Tx planning	1 page reaction paper re: Take Your Meds
3rd class 4/24	Lecture DYAD: substance abuse assessment Quiz review: SA Pt 1 Ch 1 Angies case	Assessment completed in class Tx plan for Angie completed in class
4th class 5/1	Lecture	Read Ch 2

	<p>sexually transmitted diseases take home quiz</p> <p>Progress notes</p> <p>Group Presentation Ch 2</p>	<p>Grp 2 presentation</p> <p>Progress notes complete in class</p> <p>Quiz: Substance Abuse pt 1</p>
5th class 5/8	<p>Lecture</p> <p>Group Presentation Ch 4</p> <p>CR Presentations</p> <p>Buprenorphine-Naloxone quiz – take home</p>	<p>Read Ch 4</p> <p>quiz: Sexually Transmitted diseases</p> <p>grp 4 presentation handouts for class</p> <p>CR handouts for class</p>
6th Class 5/15	<p>Lecture</p> <p>Group Presentation Ch 5</p> <p>CR Presentations</p>	<p>Read ch 5</p> <p>grp 5 presentation handouts for class</p> <p>CR handouts for class</p> <p>Buprenorphine – Naloxone quiz</p>
7th Class 5/22	<p>Lecture</p> <p>Group Presentation Ch 6</p> <p>Research paper presentations</p>	<p>Read ch 6</p> <p>grp 6 presentation handouts for class</p> <p>Research Paper (be prepared to present your topic and findings)</p>
8th class 5/29	<p>Lecture:</p> <p>Adolescents and Addiction take home quiz</p> <p>Group Presentation Ch 8</p>	<p>Read ch 8</p> <p>grp 8 presentation handouts for class</p>

	DYAD	
9th class 6/5	Video Group Presentation Ch 14	Read ch 14 Adolescents and Addiction quiz grp 14 handouts for class
10th class 6/12	Final exam Closure	

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