

**PSY 712-01-03 Alcohol Abuse Counseling
Winter 2019
CHAMINADE UNIVERSITY of HONOLULU**

Instructor: Desrae Kahale

Room: TBA

Contact Number: (808) 722-2437

THURS 5:30-9:30pm

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Required: Loosening the Grip by Jean Kinney. A Handbook of Alcohol Information., Tenth or Eleventh edition

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 marriage and family 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

Alcohol Abuse counseling will be taught from the perspective of the treatment provider, therapist, intake assessor, case manager and alternative treatment modalities. Students will learn how to develop a treatment plan based on the individual client's needs and how to assess and collect information necessary for the treatment of alcohol 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#ixzz1IF0IHjW>

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:

1. objectively examine all approaches to the problem of alcohol abuse.
2. integrate the practical and caring side of alcohol abuse with the understanding and application of counseling theories.
3. examine cultural influences and how they interact with alcohol abuse.
4. See how alcohol abuse affects the individual, family systems and behavioral patterns.
5. Understand the recovery process
6. Apply Evidenced Based Practice modalities and techniques
7. Complete the assessment and intake interview process
8. Understand how to write progress notes and treatment plans
9. Redirect “enabling” behaviors into support for the alcohol abuser.
10. Understand the ethical issues relative to alcohol abuse counseling
11. Use methodology and statistics to find answers to alcohol abuse and to measure their success.
12. Integrate the scientific method and research into alcohol abuse counseling.

Lectures

Classes will consist of lecture and discussion on topics that parallel and relate to the information covered in the textbook, but will not always duplicate the textbook. Class time will be used to expand on and clarify concepts from the book, so completing reading assignments on time will enhance your learning experience and assist you with preparing for assignments and quizzes. Students are responsible for all information presented in class and all information from the reading, and should obtain notes from a classmate for any lectures missed.

Research Paper

To support your paper, seek at least 5 resources (such as scholarly websites or peer-reviewed journal articles) and write a paper that focuses on alcohol use disorders. You may use the required text as one of your resources but you must include other resources to complete this assignment. There are many articles to research and read, so I suggest that you start early with this assignment and gather your resources as soon as possible. I will provide with the content of which you build your paper in class. You may submit your paper either by email or hardcopy.

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: 5-7 pages

Most academic violations are related to incorrect citations rather than a deliberate act of taking credit for another’s work. This assignment relies on substantial support from

others' research. Therefore, properly giving credit where credit is due is a skill in which students must become proficient.

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.

It will be helpful for you to turn in a rough draft so that you will have a higher chance of scoring well when you turn in your final draft. You must turn in your rough draft by date listed on class calendar. If you turn in your rough draft late, I may not have time to address your paper on time making it difficult for you to turn in an edited final draft.

****Important Note: If at any point a student is having difficulty completing assignments or attending class, it is strongly recommended that he or she meet with me immediately to discuss the situation. Often difficulties can be solved in advance but by the end of the semester less can be done to overcome the problem. ****

Co-morbidity Paper

People with alcohol use disorders often have co-occurring psychiatric disorders, but they frequently do not receive specialized substance abuse treatment that addresses both conditions. Although pharmacological and psychosocial treatments for alcohol use disorders and psychiatric disorders can be integrated to help these patients, relatively few clinical studies have tested these types of treatments. As mental health and substance abuse facilities expand their services for patients with dual disorders, further research is needed to guide the treatment of this patient population (Petrakis et.al, 2018).

(2018). Retrieved from <https://pubs.niaaa.nih.gov/publications/arh26-2/81-89.pdf>

The purpose of this assignment is to introduce you to co-occurring disorders. This assignment requires you to prepare a 2-page paper describing co-morbidity with alcohol abuse/dependence as one of the diagnoses. Seek at least 3 scholarly or peer reviewed articles to complete this activity.

Your paper should include:

- Description of the specific diagnosis according to the DSM V (bi-polar, PTSD, anxiety etc.)
- Description of Alcohol disorders
- Symptoms of the diagnosis as it relates to the specific diagnoses (cognitively and physiologically)
- Suggested type(s) of treatment(s) for the co-occurring disorder

Length: 2 pages not including resource page.

DYAD

You will practice your therapy skills with other students who will role play an “alcoholic” client in recovery. You will integrate components of therapy, case management, treatment planning, documentation, and diagnosing by practicing the intake, assessment and therapy process.

Current Event

This activity involves your diligence in keeping up with the latest developments, recent discoveries for the treatment of and or the consequences of alcohol abuse (i.e. crimes, accidents etc.). Referring to your current event, **you will be required to facilitate a group discussion for a maximum of 15 minutes.** You can prepare for the discussion by noting at least 1-2 prompt questions to foster a discussion. All current events must have taken place within the last 6 months. You may retrieve current event material from internet, newspaper, books, magazines etc. Since this is a group experience, all class members will be required to respond to each question. Although the facilitator is to receive 50 pts., participants will also receive 10 points for their feedback and responses. Group cohesiveness and respect for the speaker will enhance your skills as group facilitators who lead recovery groups in the future. Please be sure that you have enough information to warrant your topic. Have copies of your current event to handout to class. (I will assist with making copies for you, if you submit it to me at least 1 week before your presentation date)

Reaction Papers

You will write 2 Reaction (no more than 2 pages, double-spaced) papers in which you critically evaluate a research article, video, and freelance article that are assigned for class. These papers will also ask you to propose a question to the class of which you will actively ask and participate in a group discussion. To develop and expand everyone’s understanding we will have a group discussion which could extend to up 1 hour of discussion. I have found that when the learning process is supported by peer discussions, it not only makes an interesting class but class members take away much more information and experience than just from my lecture and assignments. In addition, the process of exploring answers to your prepared questions will help broaden everyone’s understanding of the material, and your ability to think critically in general. Everyone must have a question prepared relating to reaction paper topic. You will ask your question and response and feedback from class members will be free flowing rather than mandatory.

I will give you guidance about how to formulate and write your reaction papers in a separate handout.

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

Quizzes 7 @ 10 points = 70 pts

Research paper = 100 pts

Dap notes 1 @ 15 pts = 15 pts

Reaction paper 2 @ 10 = 20 pts

Reaction paper question = 10 pts

Treatment plans 1 = 25 pts

Current events 1 = 50 pts

Participation = 100 pts

Extra credit = TBA

Grading

A = 380 - 330

B = 329-315

Retake the Course = below 315

Tentative Course Schedule

<u>DATE</u>	<u>CLASS PLAN</u>	<u>WHAT's DUE</u>
1 Jan 10	Introduction Syllabus review and expectations Video: Bill W.	
2 Jan 17	Ch. 2 review Intro to treatment planning DYAD- Clt input for tx planning Reaction paper discussion	Bill W. Reaction paper (1) Read: Kinney; Ch. 2
3 Jan 24	Ch. 3 review; Alcohol and the Body Case Review Current event discussions	Read: Kinney; Ch.3 Quiz 1; ch 2

		DYAD - Assessment	
4	Jan 31	Ch. 6 review; Medical Complications Video: Relapsed Current event discussions DYAD	Read: Kinney; Ch 6 Quiz 2; Ch 3
5	Feb 7	Ch. 5 review; Etiology Of Alcohol abuse and Dependence Current event discussions	Read: Ch 5 Relapsed Reaction Paper (2) Quiz 3: Ch 6
6	Feb 14	Ch. 7 review; The Behavior of Dependence Co- dependence Video DYAD Current event discussions	Read Ch 7 Quiz 4; Ch 5 Last day for rough draft research paper
7	Feb 21	Ch. 9 review; Evaluation and Treatment Overview DYAD Current event discussions	Read Ch. 9 Quiz 5; Ch 7
8	Feb 28	Ch.10 review: Treatment Techniques and Approaches DYAD	Read Ch.10 Quiz 6; Ch. 9

9 Mar 7	Ch. 13; Drugs of Abuse Other Than Alcohol DYAD	Read Ch. 13 RESEARCH PAPER DUE
10 Mar 14	CLOSURE	

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. 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

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) |