



COUN 581.01W

Assessment and Treatment of Chemical Dependency

Spring 2020

INSTRUCTOR INFORMATION

Instructor: Dr. LaVelle Hendricks- Associate Professor
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Preferred Form of Communication: E-Mail
Communication Response Time: 9am-2pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Addiction Treatment, (FOURTH EDITION) Katherine van Wormer;
ISBN-13: 978-1305943308

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

National Institute on Drug Abuse (NIDA). (2016). Neurological effect of drug abuse.
Retrieved from <https://drugabuse.gov>.

National Institute on Drug Abuse (NIDA). (2016). Substance use in women. Retrieved
from <https://drugabuse.gov>.

National Institute of Health. (2015). Sex and gender differences in substance use.
Retrieved from <https://drugabuse.gov>.

O'Farrel, T. Schriener, A. Schumm, J. & Murphy, M. (2016). Do outcomes after
behavioral couples therapy differ based on the gender of the alcohol use disorder
patient? *Addictive Behaviors*, 54, 46-51.

The syllabus/schedule are subject to change.

- Osterweil, N. (2013). Acetaminophen and alcohol may be nephrotoxic. Medscape. Retrieved from www.medscape.com.
- Palo Alto Medical Foundation. (2015). Peyote and mescaline. Retrieved from www.pamf.org.
- Peele, S. & Thompson, I. (2015). *Recover! An empowering program to help you stop thinking like an addict and reclaim your life*. Boston: Da Capo Lifelong Books.
- Samuelsson, E. (2015). Substance Use and Treatment Needs: Construction of Gender in Swedish Addiction Care. *Contemporary Drug Problems*, 42(3), 188-208).
- Thompson, G. O. (2015). Here's the truth about Mexico's drug war. Mexico News Daily. Retrieved from www.mexiconewsdaily.com.
- The Economist. (2014). Dailychart; The house wins. Retrieved from www.economist.com

Course Description

Provides in-depth information regarding the assessment and treatment of chemical dependency. Topics include coping skills; motivation for change; management of stress, anxiety, and anger; screening for chemical dependency in health care settings; various chemical dependency interventions; and planning specific treatments to match individual clients.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Clinical practice with substance abusers and their families
2. Identify the types of drugs and other substances typically used
3. Specify the symptoms and the major physical/psychosocial consequences of selected types of substance use and abuse
4. Describe procedures used to screen for the presence of alcohol or drugs
5. Describe major public and private substance abuse prevention, education and treatment programs and services
6. Discuss the relative effectiveness of selected treatment and rehabilitation services and programs for improving the social functioning and reducing the stress experienced by substance abusers and their families from a systems perspective
7. Utilize knowledge about diversity to effectively work with and on the behalf of substance abusers

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using Microsoft Word, PowerPoint and E-Mail.

Instructional Methods

Course will be delivered through D2L Lecture notes.

The syllabus/schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

Student is expected to regularly log into the course website, amount of weekly study and participation time expected is one and half hours a week.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

The syllabus/schedule are subject to change.

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Professor will respond via E-Mail or phone in a timely manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Student is expected to log in to D2L in a timely manner each week.

The syllabus/schedule are subject to change.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

CACREP Standards Addressed in COUN 581

CMHC Standard	Learning Activity or Assignment	Assessment
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	Online discussion regarding comorbidity between substance use disorders and mental illnesses.	Examination questions regarding knowledge of substance use disorders.
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	Online discussion regarding the disease definition of addiction.	Examination questions regarding the knowledge of addiction.
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	Online discussion regarding screening for alcohol and/ or drug abuse is crucial to the prevention or timely intervention of addiction. Individuals who are at a greater susceptibility of developing a substance use disorder can benefit from the identification of initial warning signs, which could be enough to dissuade them from negative behavioral tendencies.	Examination questions regarding knowledge of various screening instruments.
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Online discussion regarding Stages of Change is a therapeutic process whereby people change in various steps. Understanding the five stages of change is an important therapeutic tool when working with addiction or abuse of substances.	Examination questions regarding knowledge of stages of change.

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K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Online discussion regarding co-occurring disorders and other disorders.	Examination questions regarding co-occurring substance use disorders and other disorders.
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COURSE OUTLINE / CALENDAR

1. Students will review a substance abuse journal article and turn in a two page abstract of the article. (Due dates: February 16 and April 5) (12.5% each)
2. Students will submit a 12-15 page paper on an area of substance abuse treatment. (due date: April 19) (25%)
3. There will be two exams. (Exam #1 March 8, Exam #2 May 3) (25% each)

Week 1: Review of the syllabus; introduction: working definitions and the scope of substance abuse and addiction. The role of the therapist working with addictive behavior problems

Week 2: Historical perspectives; harm reduction and other strengths based strategies (motivational interviewing and solution-focused therapy).

Week 3: Addictive behavior effects as viewed from physiological, psychological and socio- cultural perspectives. Introduction to theories of addictive behavior;

Week 4: Traditional models of addiction: disease model, behavioral model, social learning model

Week 5: Assessment, diagnosis and treatment planning with substance abuse and dependency; Therapeutic interventions I: individual counseling

Week 6: Addiction across the life span; "other" addictions

Week 7: Competing and emerging models, Dual-diagnosis clients; Issues of race, ethnicity, culture, gender and sexual orientation

Week 8: Therapeutic interventions: family, codependence and COA's; "intervention" with abuser/addict; strategies and methods. Substance abuse and the family: codependency, enabling and the effect on children

Week 9: Group treatment and self-help groups

Week 10: Recovery and growth issues: 12-step models and additional self-help support groups

Week 11: Relapse prevention/change maintenance: models and Strategies

Week 12: Public policy, prevention, and professional issues (how to survive as a substance abuse therapist), course summary.

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