

**Troy University College of Education
Master Syllabus CACREP 2009 Standards**

Course Number: CP 6634

Course Title: Drug Education, Prevention and Intervention

Semester Hours: Three

Pre-requisites: Graduate Standing

Time:

Weekly Series :Pensacola, Florida

Friday 5:00-8:00 PM August 17- October 12, 2012

Professor:

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Catalog Course Description: A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicts.

Goals and Objectives:

The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision makers. (the Unit's Conceptual Framework is included at the end of this syllabus). In addition, this course provides opportunities for students to demonstrate knowledge of the following objectives:

Course Objectives:

(course objectives are aligned with CACREP 2009 Standards and with the Alabama State Department of Education School Counseling Standards – Performance Assessment Templates – PAT's)

The Teacher Education Program and Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities for students to demonstrate knowledge of the following:

1. Identify and evaluate various treatment and relapse prevention approaches. C= 4.A.3; A.5; B.1; B.2; C.2; D.2
2. Identify common substances of abuse and their pharmacological action. C= 4.A.6; A.7; D. 2.
3. Recognize the effects of chemical dependency on families and society. C= 4.C.3; C.5; D.1; D.2; D.3.
4. Understand the philosophies and strategies of the 12 step programs (e.g., Alcoholics

- Anonymous and Narcotics Anonymous). C= 4.C.6; D.2; D.3.
5. Identify and articulate ethical principle relevant to working within an addiction population. C= A.4; B1.
 6. Understand factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders. C=4.A.6; A.8; C.3; D.5; E.3
 7. Understand the history of addiction treatment and various service delivery systems. C=4.A.1; A.3; A.4; B2.
 8. Identify the role of biological, psychological and social variables related to the etiology of addiction. C=4.A.1; A.7; A.8; E.1

Assigned Texts:

Stevens, P., Smith, R. , Substance Abuse Counseling: Theory and Practice (4th ed. 2009), ISBN: 978-0-13-240903-2 Merrill Education/Prentice Hall

Other Materials:

Students are required to purchase LiveText for this course.

Content:

Common Substances of Abuse and their Pharmacological Action
Chemical Dependency on Families and Society
Multicultural Competencies in Addiction Counseling
Addiction Treatment and Various Service Delivery Systems
Principles and Philosophies of the 12 Step Programs

Methods of Instruction:

Methods of instruction include, but not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction.

Additional Course Requirements:

Reaction Paper to attendance at a 12-step or other support group meeting (3-5 pages)

Course Requirements – other than LiveText

Blackboard 9.1 or Current Edition

Common Assignments/Assessments: Common LiveText and Blackboard Assignments are required for all students taking this course at all Troy University locations.

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6634 located in the Forms Section of LiveText.

LiveText Assessment I: TEXT SUMMARY

- Common substances of abuse

LiveText Assessment II: RESEARCH PAPER

- Chemical dependency and the family

Common Assessment III: MIDTERM EXAM

- Street drugs and OTC medications

Common Assessment IV: FINAL EXAM

- In-patient, out-patient, and crisis residential treatments

LIVETEXT ASSIGNMENT 1 – Text Summary

Common Assignment/Assessment – Text Summary of the common substances of abuse and their pharmacological action

CACREP Addictions Counseling 4.A – L

Student Directions: Complete Text Summary in Livetext as directed by your instructor.

Text Summary – Common substances of abuse

1. Discuss the social effects of psychoactive substance use and abuse. What are some risk factors for first experimenting with alcohol and drugs? What are some intervention strategies?
2. Identify the impact of crisis, disaster, and other trauma-causing events on persons with addiction. (a) level of addiction, (b) abuse or dependence, (c) social use, and (d) cultural specific intervention strategies.
3. Discuss genetic impact of chemical dependency? What is the likelihood of some individuals becoming addicted to alcohol/drugs?

**TEXT SUMMARY RUBRIC
INSTRUCTOR GRADES TEXT SUMMARY AFTER
STUDENT SUBMITS PAPER IN LIVETEST**

Topic Standard Assessment	1 0-59 % No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Knowledge of the social effects of psychoactive substance use and abuse Addiction Counseling 4.A.6; A.7; D. 2.	No Knowledge of the social effects of psychoactive substance use and abuse	Below average Knowledge of the social effects of psychoactive substance use and abuse	Average Knowledge of the social effects of psychoactive substance use and abuse	Mastery Knowledge of the social effects of psychoactive substance use and abuse	Exceptional Knowledge of the social effects of psychoactive substance use and abuse
Knowledge of the impact of crisis, disaster, and other trauma-causing events on persons with addiction Addiction Counseling 4. C.5; D.7; F.1	No knowledge of the impact of crisis, disaster, and other trauma-causing events on persons with addiction	Below average knowledge the impact of crisis, disaster, and other trauma-causing events on persons with addiction	Average knowledge of the impact of crisis, disaster, and other trauma-causing events on persons with addiction	Mastery knowledge of the impact of crisis, disaster, and other trauma-causing events on persons with addiction	Exceptional knowledge of the impact of crisis, disaster, and other trauma-causing events on persons with addiction

Knowledge of the genetic impact of chemical dependency Addiction Counseling 4.C.3; C.5; D.1; D.2;	No knowledge of the genetic impact of chemical dependency	Below average knowledge of the genetic impact of chemical dependency	Average knowledge of the genetic impact of chemical dependency	Mastery knowledge of the genetic impact of chemical dependency	Exceptional knowledge of the genetic impact of chemical dependency
APA quality of writing and use of appropriate grammar	No understanding of APA writing style and appropriate use of grammar	Below average understanding of APA writing style and appropriate use of grammar	Average understanding of APA writing style and appropriate use of grammar	Mastery understanding of APA writing style and appropriate use of grammar	Exceptional understanding of APA writing style and appropriate use of grammar

LIVETEXT ASSIGNMENT 2 – Research Paper

Common Assignment/Assessment – Research Paper Outlining current literature reporting the effects of chemical dependency on families and society

CACREP Addictions Counseling 4.A – L

Student Directions: Complete Research Paper in Livetext as directed by your instructor. Minimum of 10 references/citations other than the text. Page requirements: Minimum seven (7), maximum ten (10)

Research Paper – Chemical dependency and the family

- 1. Discuss appropriate intervention approaches for addictive families. What are some of the barriers associated with educating families? How might these barriers be overcome?**
- 2. Identify family behaviors that harm rather than help the alcoholic/addict**
- 3. Discuss how family member can negatively impact treatment outcomes.**

RESEARCH PAPER RUBRIC
INSTRUCTOR GRADES RESEARCH PAPER AFTER
STUDENT SUBMITS PAPER IN LIVETEST

Topic Standard Assessment	1 0-59 % No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Knowledge of appropriate intervention approaches for addictive families Addiction Counseling 4.C.6; D.2; D.3	No knowledge of appropriate intervention approaches for addictive families	Below average knowledge of appropriate intervention approaches for addictive families	Average knowledge of appropriate intervention approaches for addictive families	Mastery knowledge of appropriate intervention approaches for addictive families	Exceptional knowledge of appropriate intervention approaches for addictive families
Knowledge of family behaviors that harm rather than help the alcoholic/addict Addiction Counseling 4.A.7; A.8; E.1	No knowledge of family behaviors that harm rather than help the alcoholic/addict	Below average knowledge of family behaviors that harm rather than help the alcoholic/addict	Average knowledge of family behaviors that harm rather than help the alcoholic/addict	Mastery knowledge of family behaviors that harm rather than help the alcoholic/addict	Exceptional knowledge of family behaviors that harm rather than help the alcoholic/addict
Knowledge of how family member can negatively impact treatment outcomes Addiction Counseling 4.C.5; D.2; F.3	No knowledge of how family member can negatively impact treatment outcomes	Below average knowledge of how family member can negatively impact treatment outcomes	Average knowledge of how family member can negatively impact treatment outcomes	Mastery knowledge of how family member can negatively impact treatment outcomes	Exceptional knowledge of how family member can negatively impact treatment outcomes

APA quality of writing and use of appropriate grammar	No understanding of APA writing style and appropriate use of grammar	Below average understanding of APA writing style and appropriate use of grammar	Average understanding of APA writing style and appropriate use of grammar	Mastery understanding of APA writing style and appropriate use of grammar	Exceptional understanding of APA writing style and appropriate use of grammar
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Common Assignments III – Midterm Exam

Student Directions - This midterm exam is a multiple choice and short answer exams found in Blackboard or given face-to-face by the instructor. All students enrolled in CP 6634 at all Troy University locations take the same midterm exam.

Purpose

The purpose of this assessment is to evaluate counseling students’ comprehensive understanding of street drugs and OTC medications.

Common Assignments IV – Final Exams

Student Directions - This final exam is a multiple choice and short answer exam found in Blackboard or given face-to-face by the instructor. All students enrolled in CP 6634 at all Troy University locations take the same final exam.

Purpose

The purpose of this assessment is to evaluate counseling students’ comprehensive understanding of in-patient, out-patient, and crisis residential treatments.

CP 6634 Drug Education, Prevention and Intervention (Instructor)

LiveText Instructor's Standards Summary Form CACREP 2009 Standards Addictions Counseling 4.A-L

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary of common assignments/assessments that assess CACREP 2009 Standards Addictions Counseling 4.A-L.

Student Directions – The student will submit the assignment named CP 6634 Drug Education, Prevention and Intervention Instructor's Summary

Student Documents to the instructor in LiveText Summary

Topic Standard Assignments/ Assessments	(1pt) No Understanding 0-59%	(2 pts) Below Average 60-69%	(3 pts) Average 70-79%	(4 pts) Mastery 80-89%	(5 pts) Advanced 90-100%
<p><u>Assignment I</u> <u>Test Summary</u> Students' comprehensive understanding of Common substances of abuse</p> <p>CACREP Addictions Counseling 4. A-L</p>	Demonstrate no knowledge of Common substances of abuse	Demonstrate below average knowledge of Common substances of abuse	Demonstrate average knowledge of Common substances of abuse	Demonstrate mastery knowledge of Common substances of abuse	Demonstrate advanced knowledge of Common substances of abuse

<p><u>Assignment II</u> <u>Research Paper</u> Students’ comprehensive understanding of chemical dependency and the family</p> <p>CACREP Addictions Counseling 4. A – L</p>	<p>Demonstrates no understanding of chemical dependency and the family</p>	<p>Demonstrates minimal understanding of chemical dependency and the family</p>	<p>Demonstrates average understanding of chemical dependency and the family</p>	<p>Demonstrates mastery understanding of chemical dependency and the family</p>	<p>Demonstrates exceptional understanding of chemical dependency and the family</p>
<p><u>Assessment III</u> <u>Midterm Exam</u> Students’ comprehensive understanding of street drugs and OTC medications</p> <p>Addictions Counseling 4. A – L</p>	<p>Demonstrates no knowledge of street drugs and OTC medications</p>	<p>Demonstrates minimal knowledge of street drugs and OTC medications</p>	<p>Demonstrates average knowledge of street drugs and OTC medications</p>	<p>Demonstrates mastery level knowledge of street drugs and OTC medications</p>	<p>Demonstrates exceptional of street drugs and OTC medications</p>
<p><u>Assessment IV</u> <u>Final Exam</u> Students’ comprehensive understanding of in-patient, out-patient, and crisis residential treatments</p> <p>Addictions Counseling 4. A – L</p>	<p>Demonstrates no knowledge of in-patient, out-patient, and crisis residential treatments</p>	<p>Demonstrates minimal knowledge of in-patient, out-patient, and crisis residential treatments</p>	<p>Demonstrates average knowledge of in-patient, out-patient, and crisis residential treatments</p>	<p>Demonstrates mastery level knowledge of in-patient, out-patient, and crisis residential treatments</p>	<p>Demonstrates exceptional knowledge of in-patient, out-patient, and crisis residential treatments</p>

Evaluation:

Evaluation of course objectives may include, but are not limited to class discussions, exams, student presentations and completion of assigned projects. Methods of evaluation will vary by instructor.

To pass this course, students must demonstrate knowledge, skills, and ability as specified by the course objectives, assignments, and activities.

Additional Services:

ADA:

AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Conduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

Other:

Troy University
CP 6634 Drug Education, Prevention and Intervention
Pensacola, Florida
August 17-October 12, 2012

Course Outline:

Reading Assignment

8/17	No class (field trip in lieu of on 9/15)	
8/24	Introductions, overview and Major drugs of abuse	Ch 1
8/31	Substances of abuse continued, OTC, use, abuse and dependence	Ch 2
9/7	Assessment, diagnosis, Treatment Modalities. LiveText Text Summary due	Ch 4,5
9/14	Theories of etiology of chemical dependency, Midterm Exam	Ch 3
9/15	Field trip (Treatment Program)	
9/21	Substance abuse and family, Reaction Paper due	Ch 7
9/28	Prevention and intervention with diverse populations	Ch 11,12
10/5	Relapse Prevention, Evidence Based Approaches LiveText Research Paper due	Ch 9
10/12	Ethical & Legal Issues Final Exam	Ch13

Reaction Paper Guidelines

In 3 pages maximum describe:

- 1. What were your expectations prior to attending the meeting**
- 2. What did you observe (see, hear, taste, smell etc.)**
- 3. What did you learn about the support group**
- 4. What did you learn about yourself**