Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 05/01/2014
(effective date cannot be retroactive)

☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit _______)
☐ Number (former number _______)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in ______ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)

☐ Other (please list request)

Co Psy 520

Substance Abuse Counseling and Interventions

course prefix course no. title

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs</th>
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</thead>
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<tr>
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<td>3</td>
<td>0</td>
<td>0</td>
<td>Co Psy 511, Co Psy 512</td>
</tr>
</tbody>
</table>

Description (20 words or less) This course is designed to educate students about substance abuse issues, theory and counseling techniques and interventions.

Instructor: Marianne Barabasz
Contact: Marianne Barabasz
Campus Zip Code: 2136

Phone number: 335-3416
Email: mbarabasz@wsu.edu

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Email: mbarabasz@wsu.edu

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary) * Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Request for Substance Abuse Counseling and Intervention course

The purpose of the CoPsy 520 Substance Abuse Counseling and Intervention course is to provide counseling students an overview of substance abuse issues, theory, counseling techniques and interventions. Developing this graduate course is part of a programmatic change in our community counseling masters' program. We are increasing the program from 45 credits to 60 credits to align the degree with requirements for licensure as a mental health counselor in other states. The majority of states now require a 60-credit degree to be eligible for licensure as a mental health counselor. Moreover, knowledge, skills and competency related to substance abuse are required for licensure in many states and substance abuse is covered on national counselor certification exams. Graduate level coursework in substance abuse is required to be eligible for licensure/certification as a counselor in some states. The content of this course will provide our students with the necessary knowledge and credit hour requirements required for licensure in this content domain.
Syllabus

Substance Abuse Counseling and Interventions

CO PSY 520
Summer 2013

College of Education Conceptual Framework:

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Department of Educational Leadership and Counseling Psychology Mission Statement:

The mission of the Department of Educational Leadership and Counseling Psychology is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration, and professional practice.

Instructor: Marianne Barabasz, Ed.D.
Office: Cleveland Hall 363
Email: mbarabasz@wsu.edu
Phone: 509.335.3416

Office Hours: Before or after class, or by appointment

Course Description: This course is designed to provide counseling students with an introduction to the field of substance abuse counseling. The primary goals for the course are to increase students understanding of substance use disorders and to facilitate the development of addiction counseling
competencies that are associated with evidence-based interventions. Students will also increase their knowledge base of specific drugs of abuse. Students will become familiar with theoretical models of alcohol and other drug abuse and will explore a variety of treatment approaches. Emphasis will be on developing and practicing Motivational Interviewing skills and applying the Transtheoretical Model of Change. The overall goal of the course is to increase the student’s confidence in the ability to assess and treat substance use disorders.

**Course Objectives:** Students will:

1. Develop an understanding of and ability to articulate the behavioral, psychological, physical, and social effects of psychoactive substances;
2. Be able to identify appropriate substance abuse assessment instruments and apply current DSM-IV TR diagnostic criteria;
3. Demonstrate a familiarity with both the range of substance abuse treatment services available and client placement criteria;
4. Be able to describe the therapeutic and supportive harm reduction and recovery management interventions with diverse populations;
5. Understand and be able to apply Motivational Interviewing and the Transtheoretical Model of Change processes;
6. Be able to apply appropriate ethical and legal issues related to providing substance abuse services;
7. Demonstrate an understanding of support groups such as AA, Women for Sobriety, SMART Recover and self-monitoring;
8. Increase their knowledge of cross-cultural substance abuse counseling skills.

**Texts:**


Course Requirements and Assignments:

Class Participation and Attendance (80 points, 20%)
Attendance at each class and completion of all assignments is crucial to the successful completion of this course. It is expected that each student come to every class session prepared and that s/he will actively participate in discussions and class activities. Assignments are expected to be handed in on time. Makeup work must be arranged ahead of time and will only be given when associated with an excused absence. Students will earn up to 5 points a class period for attendance and participation. Students will receive 0 points for missed classes that are not excused absences. 5 points will be awarded to students whose contributions in discussion and class activities demonstrate a high level of preparation and understanding of the required reading. Since attendance and participation constitute 20% of your grade, lost points could lower your grade. For example, 2 unexcused absences and a scores less than 5 for 2 classes would lower you grade from an A- to a B+ etc.

Reflection Paper (20 points, 5%)
A 3-5 page reaction paper examining the student's perceptions of substance abuse and substance abusing clients. Your reflection should include: your view of the process of change and how this process is enhanced or challenged when working with substance use disorders/clients; what you believe are some of the factors that contribute to individuals' initiating and stopping drug use; what contributes to the movement from use to abuse to addiction; the role treatment can play in moderation and recovery from substance use. Reflect on how your own use, experience, and beliefs of substance use might impact your role as a substance abuse counselor.

Self-Help Group Experience (20 points, 5%)
Attendance at a minimum of two open meetings of Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, Overeaters Anonymous, SMART Recovery, or other Twelve-Step group and submission of a 4 page reaction paper. This assignment is designed to provide students with an opportunity to demonstrate an understanding of the role that self-help groups play in recovery from substance use/addictive disorders. Please complete the following reading prior to completing the written assignment: Chapter 10 from Substance Abuse Counseling and pages 372-376 from Drug Use and Abuse. Also spend some time reviewing the websites for Alcoholics (www.aa.org) and Narcotics Anonymous (www.na.org). Perusing The Big Book, the Basic Text for Alcoholics Anonymous and the Narcotics Anonymous Basic Text, 6th edition is recommended.

In your paper, indicate what meetings you attended, specifying the dates, location and types of meetings (A.A., N.A., Al-Anon, etc.). Summarize your experience and reactions to attending the meetings. Comment on how your views about how self-help groups could be used in addressing substance abuse/dependence concerns. Discuss, how as a counselor, you would talk to a client about the benefits of attending a self-help group. Reflect on how you might respond to a clients' reluctance to attend a meeting.

Quizzes (100 points, 25%)
A total of ten quizzes will be administered throughout the semester. Each quiz will be worth 10 points and the questions will be taken from the assignments for the day. Generally, there will be 5 questions covering material from each of the two required text: Substance Abuse Counseling and Drug Use and
Abuse. The intent of the questions is to assess your knowledge of the material from the text. Make up quizzes need to be arrange before the quiz.

A Personal History of Substance Abuse and/or Addiction in my Family (40 points, 10%)
Include a genogram and excerpts from interviews with family members or family “stories.” Provide a title that is suggestive and creative. Your narrative should track central themes and stories rather than an exhaustive history of your family of origin or a chronological account of events. The narrative of this assignment is to be 3-5 pages and should include reflection on how your family history might influence you providing substance abuse counseling and what you could do to attend to this influence to minimize its impact on your counseling work. This report is confidential and will not be shared with the class.

Research Paper (100 Points, 25%)
Each student will select a topic relating to substance abuse and write an eight-page research paper, double spaced, 12 pt font. The paper must include a minimum of 6 refereed journal articles written within the last 6 years. Non-peer reviewed articles found online are not acceptable. The paper must be written in APA style. The title page and the reference page are NOT included in the 8 pages.

The research paper should demonstrate an awareness of and ability to articulate the impact of substance use disorders in a special population. Papers must include, at a minimum, the following information related to addiction and special populations:
1) Scope of the problem. Statistical information about the prevalence of substance use disorders for this population
2) Substance use patterns and signs/symptoms of addiction that is specific to this population
3) Factors that influence the rate of substance use disorders in this population
4) Barriers to identification and treatment of substance use disorders
5) Special treatment needs
6) Strategies for engaging and retaining the substance abuser in treatment

Class Presentation (40 points, 10%)
Prepare a class presentation and facilitate class discussion on a drug of abuse. The material presented must include information from the text used for this class as well as other resources. A list of drugs of abuse from which you can select the topic of your presentation will be handed out in class for sign up.

Grading Policy:

Attendance and Class Participation (5 pts. per class) 20%
Reflection Paper 5%
Self-help Group Experience 5%
Quizzes (10 pts. each) 25%
Personal History Paper 10%
Research Paper 25%
Class presentation 10%

A= 100 - 93    A-= 92- 90%    B+= 89-87%    B= 86-83%    B-= 82-80%
C+= 79-77%    C=76-73%    C-=72-70%    D = 69-63    F = below 63

Ethical and Professional Behavior is expected. This includes attending class, being punctual and prepared, participating actively, and engaging in respectful and confidential communication.

Class Schedule

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<td>Class Introduction/Review Syllabus Introduction to Substance Abuse Counseling</td>
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<td>Ethical &amp; Legal Considerations</td>
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<td>Motivational Interviewing Stages of Change Quiz 7</td>
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<td>May 31</td>
<td>Wrap Up</td>
<td>Research Paper Due</td>
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Policy on Incompletes

A student may only receive an “incomplete” in this course if there are circumstances beyond the student’s control that require an extension in fulfilling the assignments of this course. Circumstances beyond students’ control are: disease, death and natural/human-made disasters. An inability to complete work due to other obligations (i.e. other course work or duties related to clinical or RA/TA duties) will not qualify for receiving an incomplete grade. It is my discretion to determine what circumstances will be considered acceptable for an incomplete grade. If it is not determined acceptable, the student will receive a grade based on the work completed in the class at the end of the semester.

If you have foreseeable health concerns/conditions that may affect performance in class, please talk with me beforehand so a plan can be made to accommodate your needs.

If an “incomplete” is given, please note that a student has one semester to complete the course work. If the work is not completed within one year and no extension has been requested and approved, the student will receive a failing grade in the course or the grade based on the work completed at that time.

Students with Disabilities

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with
Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (formerlly the Disability Resource Center [DRC]), in the Washington Building, Room 217. All accommodations MUST be approved through the Access Center.

Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

http://www.drc.wsu.edu

Academic Integrity

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The Handbook defines academic dishonesty to include “cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism [the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work], abuse of academic material, complicity, or misconduct in research.” Infractions will be addressed according to procedures specified in the Handbook. Students found in violation of the code of academic integrity in this course will receive a failing grade for the course with a reduced penalty at the discretion of the instructor, dependent on circumstances surrounding the violation.

Student Standards and Accountability

http://conduct.wsu.edu/

Academic Integrity Program

http://academicintegrity.wsu.edu/

(WSU’s Plagiarism Information Site)

http://www.wsulibs.wsu.edu/plagiarism/main.html
Safety on Campus

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Each of us shares responsibility for campus safety. Individual faculty, staff and students should know the appropriate actions to take when an emergency arises. Several resources are available for you to become familiar with the University safety and security procedures that will assist emergency personnel fulfill their responsibilities when emergencies arise.

The Campus Safety Plan (http://safetyplan.wsu.edu) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

Visit the Emergency Management website (http://oem.wsu.edu/emergencies) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (http://my.wsu.edu) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information.
Rationale for Request for Substance Abuse Counseling and Intervention course

The purpose of the CoPsy 520 Substance Abuse Counseling and Intervention course is to provide counseling students an overview of substance abuse issues, theory, counseling techniques and interventions. Developing this graduate course is part of a programmatic change in our community counseling masters' program. We are increasing the program from 45 credits to 60 credits to align the degree with requirements for licensure as a mental health counselor in other states. The majority of states now require a 60-credit degree to be eligible for licensure as a mental health counselor. Moreover, knowledge, skills and competency related to substance abuse are required for licensure in many states and substance abuse is covered on national counselor certification exams. Graduate level coursework in substance abuse is required to be eligible for licensure/certification as a counselor in some states. The content of this course will provide our students with the necessary knowledge and credit hour requirements required for licensure in this content domain.
Syllabus

Substance Abuse Counseling and Interventions - 3 credits

CO PSY 520
Summer 2014 May 12-30, Mon.-Fri. 1:10-4pm
Cleveland Hall 221

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Instructor: Marianne Barabasz, Ed.D.
Office: Cleveland Hall 363
Email: mbarabasz@wsu.edu
Phone: 509.335.3416
Office Hours: Before or after class, or by appointment.

Course prerequisites – Co Psy 511, Co Psy 512

Course Description: This course is designed to provide counseling students with an introduction to the field of substance abuse counseling. The primary goals for the course are to increase students understanding of substance use disorders and to facilitate the development of addiction counseling competencies that are associated with evidence-based interventions. Students will also increase their knowledge base of specific drugs of abuse. Students will become familiar with theoretical models of alcohol and other drug abuse and will explore a variety of treatment approaches. Emphasis will be on developing and practicing Motivational Interviewing skills and applying the Transtheoretical Model of Change. The overall goal of the course is to increase the student’s confidence in the ability to assess and treat substance use disorders.

Course Objectives: Students will:

1. Develop an understanding of and ability to articulate the behavioral, psychological, physical, and social effects of psychoactive substances;
2. Be able to identify appropriate substance abuse assessment instruments and apply current DSM-VI TR diagnostic criteria;
3. Demonstrate a familiarity with both the range of substance abuse treatment services available and client placement criteria;
4. Be able to describe the therapeutic and supportive harm reduction and recovery management interventions with diverse populations;
5. Understand and be able to apply Motivational Interviewing and the Transtheoretical Model of Change processes;
6. Be able to apply appropriate ethical and legal issues related to providing substance abuse services;
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8. Increase their knowledge of cross-cultural substance abuse counseling skills.

Texts:


Course Requirements and Assignments:

Class Participation and Attendance (80 points, 20%)
Attendance at each class and completion of all assignments is crucial to the successful completion of this course. It is expected that each student come to every class session prepared and that s/he will actively participate in discussions and class activities. Assignments are expected to be handed in on time. Makeup work must be arranged ahead of time and will only be given when associated with an excused absence. Students will earn up to 5 points a class period for attendance and participation. Students will receive 0 points for missed classes that are not excused absences. 5 points will be awarded to students whose contributions in discussion and class activities demonstrate a high level of preparation and understanding of the required reading. Since attendance and participation constitute 20% of your grade lost points could lower your grade. For example, 2 unexcused absences and a scores less than 5 for 2 classes would lower your grade from an A- to a B+ etc.

Reflection Paper (20 points, 5%)
A 3-5-page reaction paper examining the student’s perceptions of substance abuse and substance abusing clients. Your reflection should include: your view of the process of change and how this process is enhanced or challenged when working with substance use disorders/clients; what you believe are some of the factors that contribute to individuals’ initiating and stopping drug use; what contributes to the movement from use to abuse to addiction; the role treatment can play in moderation and recovery from substance use. Reflect on how your own use, experience, and beliefs of substance use might impact your role as a substance abuse counselor.

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In your paper, indicate what meetings you attended, specifying the dates, location and types of meetings (A.A., N.A., Al-Anon, etc.). Summarize your experience and reactions to attending the meetings. Comment on how your views about how self-help groups could be used in addressing substance abuse/dependence concerns. Discuss, how as a counselor, you would talk to a client about the benefits of attending a self-help group. Reflect on how you might respond to a clients’ reluctance to attend a meeting.

Quizzes (100 points, 25%)
A total of ten quizzes will be administered throughout the semester. Each quiz will be worth 10 points and the questions will be taken from the assignments for the day. Generally, there will be 5 questions covering material from each of the two required texts: Substance Abuse Counseling and Drug Use and Abuse. The intent of the questions is to assess your knowledge of the material from the text. Make up quizzes need to be arranged before the quiz.

**A Personal History of Substance Abuse and/or Addiction in my Family (40 points, 10%)**
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5) Special treatment needs
6) Strategies for engaging and retaining the substance abuser in treatment

**Class Presentation (40 points, 10%)**
Prepare a class presentation and facilitate class discussion on a drug of abuse. The material presented must include information from the text used for this class as well as other resources. A list of drugs of abuse from which you can select the topic of your presentation will be handed out in class for sign up.

**Grading Policy:**

- **Attendance and Class Participation (5 pts. per class)**
  - 20%
- **Reflection Paper**
  - 5%
- **Self-help Group Experience**
  - 5%
- **Quizzes (10 pts. each)**
  - 25%
- **Personal History Paper**
  - 10%
Research Paper 25%
Class presentation 10%

A= 100 - 93   A-= 92- 90%   B+= 89-87%   B= 86-83%   B-= 82-80%
C+= 79-77%   C= 76-73%   C-= 72-70%   D= 69-63   F= below 63

Ethical and Professional Behavior is expected. This includes attending class, being punctual and prepared, participating actively, and engaging in respectful and confidential communication.

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<tbody>
<tr>
<td>May 2013</td>
<td></td>
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<tr>
<td>May 13</td>
<td>Class Introduction/Review Syllabus</td>
<td>SAB-Chapter 1</td>
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<td>Introduction to Substance Abuse Counseling</td>
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<td>Ethical &amp; Legal Considerations</td>
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<td>Marijuana- Class Presentation</td>
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<td>Date</td>
<td>Activity</td>
<td>Chapters</td>
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<tr>
<td>May 24</td>
<td>Relapse Prevention</td>
<td>SAB-Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Hallucinogens- Class Presentation</td>
<td>DUAB Chapter 12</td>
</tr>
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<td></td>
<td>Quiz 8</td>
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<td>May 27</td>
<td>Prevention</td>
<td>SAB-Chapter 13</td>
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<td>Psychotherapeutic Medications- Class Presentation</td>
<td>DUAB Chapter 13</td>
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<td>Quiz 9</td>
<td>Self-Help Group Experience Paper Due*</td>
</tr>
<tr>
<td>May 28</td>
<td>Working with Diverse Cultures</td>
<td>SAB-Chapter 12</td>
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<tr>
<td></td>
<td>Other Prescriptions &amp; OCD- Class Presentation</td>
<td>DUAB Chapter 14</td>
</tr>
<tr>
<td>May 29</td>
<td>Working with Diverse Cultures</td>
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<tr>
<td></td>
<td>Working with Selected Populations</td>
<td>SAB-Chapter 11</td>
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<td>Quiz 10</td>
<td></td>
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<td></td>
<td>Other Drugs- Class Presentation</td>
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<td>May 30</td>
<td>Working with Selected Populations</td>
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<tr>
<td>May 31</td>
<td>Wrap Up</td>
<td>Research Paper Due*</td>
</tr>
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**Policy on Late Assignments**

All assignments are due by 5:00 pm on the date stated in the syllabus. Deadlines can be negotiated if the student speaks with the instructor in advance of the due date. Anything turned in after the deadline will be considered late. For assignments submitted after the due date (without prior permission of the course instructor) – the maximum score attainable will be reduced from 5% to 4% and 25% to 22%. Assignments will not be accepted after a one-week extension. Communication with the instructor is strongly encouraged especially when you plan to be or have been absent.

**Policy on Incompletes**

A student may only receive an “incomplete” in this course if there are circumstances beyond the student’s control that require an extension in fulfilling the assignments of this course. Circumstances beyond students’ control are: disease, death and natural/human-made disasters. An inability to complete work due to other obligations (i.e. other course work or duties related to clinical or RA/TA duties) will not qualify for receiving an incomplete grade. It is my discretion to determine what circumstances will be considered acceptable for an incomplete grade. If it is not determined acceptable, the student will receive a grade based on the work completed in the class at the end of the semester.
If you have foreseeable health concerns/conditions that may affect performance in class, please talk with me beforehand so a plan can be made to accommodate your needs.

If an “incomplete” is given, please note that a student has one semester to complete the course work. If the work is not completed within one year and no extension has been requested and approved, the student will receive a failing grade in the course or the grade based on the work completed at that time.

**Students with Disabilities**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building, Room 217; 509 335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus:

**Pullman or WSU Online: 509-335-3417**

[accesscenter.wsu.edu](http://accesscenter.wsu.edu), [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

**Academic Integrity**

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The Handbook defines academic dishonesty to include “cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism [the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work], abuse of academic material, complicity, or misconduct in research.” Infractions will be addressed according to procedures specified in the Handbook. Students found in violation of the code of academic integrity in this course will receive a failing grade for the course with a reduced penalty at the discretion of the instructor, dependent on circumstances surrounding the violation.

**Student Standards and Accountability**

[conduct.wsu.edu](http://conduct.wsu.edu/)

**Academic Integrity Program**

[academicintegrity.wsu.edu](http://academicintegrity.wsu.edu/).
Safety on Campus

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Each of us shares responsibility for campus safety. Individual faculty, staff and students should know the appropriate actions to take when an emergency arises. Several resources are available for you to become familiar with the University safety and security procedures that will assist emergency personnel fulfill their responsibilities when emergencies arise.

The Campus Safety Plan (http://safetyplan.wsu.edu) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

Visit the Emergency Management website (http://oem.wsu.edu/emergencies) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (http://my.wsu.edu) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information.