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Fall 2021

### **HUSR 397 Foundations of Substance Abuse Prevention and Treatment**

Erin Moser

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UNIVERSITY OF  
**NORTHERN**  
**COLORADO**

**University of Northern Colorado**  
**Department of Human Services**

**HUSR 397-970 Syllabus**

*Fall 2021*

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**Student Hours:** By appointment  
**Credits:** 3.00  
**Class Meets:** Online

**Welcome to Foundations of Substance Abuse Prevention and Treatment!!**

Congratulations! You made it to another semester of college! That, in and of itself (especially through a pandemic), is something to be incredibly proud of. This course is a highly sought-after course in Human Services, and typically fills up quickly every semester. I like to think it is because of my teaching style and the content that I teach, and although that may be PART of the reason, I also know that this course fulfills various requirements for the pursuit of your degree. Either way, I hope that you find this course to be what you are looking for, and I look forward to spending the next semester with you!

**\*PLEASE REMEMBER THAT EVEN THOUGH THIS CLASS IS ONLINE, WE ARE STILL A "CLASS," NOT AN INDEPENDENT STUDY COURSE.**

**The Freedom of an Online Course can be Tricky!**

- **One of the advantages of taking an online class is that you can arrange your "class time" according to your own schedule during the week. This means that you have more flexibility in your class work, but this also means that there is no reason for late work. I encourage you to stay on top of all aspects of this course, rather than waiting until the last minute to complete assignments.**



- **In addition to this syllabus, you will find specific learning information (i.e., lecture notes, PowerPoint slides, and links to important documents and websites) about each unit by clicking on "Modules" in the left-hand vertical column menu on the homepage of the course website.**

## **Course Purpose**

Have you ever been interested in working with individuals with substance use disorders? This course will teach you about the historical changes in substance use counseling and how they compare to current approaches, how use affects families, and many other aspects of working with individuals with substance use disorders. You will have the opportunity to extensively research a substance of your choosing to learn about prevalence, how it affects the body, and recommended courses of treatment.

## **Course Description**

This course will allow you to develop an introductory knowledge of the current Substance Abuse Counseling Paradigm. Areas to be covered include: 1) Counseling in the 21<sup>st</sup> Century, Drugs & Their Effects, Motivational Interviewing, the Process of Change, and the Context of Change, among other topics related to substance abuse, prevention, and treatment.

## **Course Objectives**

This course is designed to provide you with an understanding of important issues relating to Substance Abuse Counseling. The principle objective is to develop understanding in the following areas:

- Compare historical changes and current approaches in Substance Abuse Counseling
- Explain the basic tenets of Motivation Interviewing
- Analyze the Pharmacology of Drugs
- Differentiate between non-use, use, abuse, and dependency
- Critique cultural aspects of Substance Abuse Counseling
- Describe the effects substance abuse has on families
- Investigate future trends in Substance Abuse Counseling

## **Open Educational Resources**

This course has been designed to utilize free, open educational resources instead of a required textbook for purchase. All required resources will be identified in the syllabus according to each corresponding module.

## **Course Requirements**

**Abstinence Exercise & Paper (75 points):** This exercise is designed to help you experience some of the feelings/thoughts that individuals with addictions experience when they quit their drug or behavior choice. This exercise requires that you **COMPLETELY** give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, playing video/computer games, watching television, social media) for six weeks of the course. If you have difficulty identifying a substance or behavior, please contact me as soon as possible, so we can discuss what might be a challenge for you to give up for this time period.

**\*\*\*This assignment relies on you putting the work and effort into making this exercise successful. That does not mean you can't "fail" or "slip up" because that may happen. What is more important to me for this exercise is that you learn from it. With that said, I would like you to choose a substance or behavior that you really think would be difficult for you to give up for six weeks. I want you to challenge yourself to get the full experience of this assignment. I am trusting in you and your honor code to choose something that will be difficult for you to live without for a short period of time. This means that you will refrain from "using" this substance/behavior during the exercise. It is an abstinence exercise and not a harm reduction exercise, so reducing your use or minimizing your behavior does not count. You must make every effort to stop using for the entirety of the exercise.**

This assignment will be graded based upon the criteria found in the "Scoring Rubric for Abstinence Exercise" on Canvas. During this assignment, you will (a) write an introductory letter to your substance/behavior, (b) keep an abstinence log of your experiences, and (c) write a summary paper that will serve as the conclusion to the six-week exercise.

This assignment will have the following components:

**A) "Letter to my Substance/Behavior" (10 points)** – written in the first person (e.g., "To my beloved caffeine – I am not sure how I am going to live without you for six weeks...") to the substance/behavior from which you are abstaining and will be due **Sunday, September 12<sup>th</sup>** (the content requirements for this letter can be found on Canvas in the Assignments).

**B) Abstinence Log (42 points; 7 points each)** – This log will describe your feelings and reactions, especially focusing on times you "lapse" or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you "slipped" (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated (a minimum of half a page [approximately 20 lines], single spaced, in standard Times New Roman, 12-point font, per entry) and should have a minimum of three entries per week. There will be a minimum of eighteen entries total. You are free to write about whatever you would like such as: how you are feeling about abstaining, what reactions friends/family have about this exercise, how this relates to individuals who have problems with substance use, etc. If you feel that you are having trouble coming up with things to write about, please reach out to me for help with this exercise.

**\*\*An example to demonstrate the length requirement is attached to each of the abstinence log assignments.**

**C) Summary paper (23 points)** – This is to be a minimum two-to-three-page paper (single spaced, standard format) describing the abstinence experience (e.g., do you feel you succeeded or failed, what influenced you, what was the process like for you, what you have learned from the exercise, etc.) and will serve as the conclusion to your overall experience. **Note:** This paper does not have to be in APA format. This paper is due **Sunday, October 31<sup>st</sup>**.

## **Student Choice Assignments (Select 3 of the following 6; 150 points total):**

**1. Content Quizzes (3 quizzes; 50 points each):** There will be three content quizzes throughout the course. Quiz #1 covers modules 1-4, has 45 questions, and is worth a total of 50 points. Quiz #2 covers modules 5-8, has 46 questions, and is worth a total of 50 points. Quiz #3 covers modules 9-13, has 46 questions, and is worth a total of 50 points. There are multiple choice, fill in the blank, true/false, matching, and short answer item questions. You will have a maximum of 120 minutes (2 hours) to complete each quiz. Once you start a quiz, you cannot stop and go back to it later. You must answer all the questions in one 120-minute block of time, so take each quiz when you will not be interrupted. The questions are not locked, so you can skip over questions and go back to them if you are unsure what the answer is. The quiz will remain open after the due date so you can review your answers, but I **WILL NOT** accept late quizzes so please plan accordingly.

**\*It is also important to note that quizzes are due by 5:00 pm on Sundays and not at midnight. This is something I hear from a lot of students because they are used to other courses being due by 11:59 pm, but my assignments are all due by 5:00 pm on Sunday evenings.**

Each quiz is open book/open notes; *however*, it is expected that you will have read the chapters and other materials before taking each quiz. Although some questions may require a simple specific answer, others (particularly short essay) require you to apply an integration of understanding about what is being asked, and this cannot simply be “looked up” in one place in the chapter or module materials.

Quiz questions will come from lecture notes, PowerPoint slides, textbook, and website readings (sometimes identified by me in various modules), as well as other materials identified in each of the modules, including the Discussion Boards.

You will take quizzes online *individually* (these are not group quizzes!).

Please make sure to read the following *Tips for Taking Quizzes Online* that is posted below. If your computer freezes or kicks you out before you have finished, you will not be able to re-enter the quiz. If this happens, please notify me through email as soon as possible to see if there is anything that can be done to assist you.

### **Tips for Taking Quizzes Online**

Canvas rarely suffers any kind of technical problems, so most problems with quizzes have to do with your computer. Remember that it is your responsibility to make sure your equipment is compatible with our online Canvas program. To make taking quizzes problem-free, the following tips are being offered.

#### **Preparation before starting the quiz:**

1. Identify the date of the quiz and the timing of the quiz. Most quizzes will be available during a certain time period as indicated by me.

2. Begin the quiz at a time free from interruptions. The quizzes can only be accessed once and when you click on the link to start the quiz, you cannot come back and finish it later.
3. Check the version of browser on your computer. The following are compatible with Canvas: Firefox (all versions) and Chrome (all versions).
4. Use a reliable computer with a high-speed Internet connection (DSL or cable), if possible.
5. Do not double-click the quiz link. Canvas reads the first click as an attempt to take the quiz and the second click as a second attempt and may therefore block access.
6. Close all other applications and do not multi-task while taking the quiz (e.g., email, Google).

**During the quiz:**

1. Using the browser Back button or printing the quiz may take you out of the quiz prematurely.
2. Be patient when using the Next, Save and Submit buttons. It may take a few moments to move to the next question or receive confirmation.
3. **IMPORTANT:** Select the Save button for each question along the way. This will help prevent issues with the browser timing out. At the end of the quiz, select the Submit button to complete and confirm the quiz process. Once the Submit button is selected, a confirmation window will appear. Select OK and a final screen will appear confirming that your answers have been accepted.

Contact me if access to the quiz is an issue or problems occur while taking the quiz. I am the only person who can make the quiz available and/or unlock the quiz if technical problems occur while taking it.

**2. Film Critique:** Select a movie (see Movies about Substance Use document in Canvas) and critique the film based on what you know about the subject matter and from what you have learned from this course thus far. Critically analyze how the substance/behavior is portrayed in the film and discuss its relevance in society. How does this portrayal influence society's perception of addiction? How accurate is this portrayal? How does this film perpetuate stigma toward substance use and addiction? Was drug use presented positively/negatively? If treatment was presented in the movie, discuss how it was presented. What key facts/information seems to be missing from the movie? If you or a family member had this problem how would this movie impact you? What questions did this movie raise for you regarding substance use? Provide specific examples of accurate and/or inaccurate depictions in the film and discuss how the film could more accurately portray addiction and how it affects others. Compare and contrast the film's portrayal of addiction to addiction in the "real" world, using specific examples of both.

How did you feel while you were watching this film? Reflect on each of the thoughts and emotions that you had throughout the film. It would be beneficial to take notes while watching the film to help with writing your paper.

**Please note:** *Some of these movies are R rated and may contain graphic language and/or graphic content. Please keep this in mind when making your selection and select a movie based on your comfort level.*

Requirements:

- 1) The total page length of the paper should be 5-6 pages, double spaced.
- 2) Format must be standard (Times New Roman, 12-point font, 1" margins).
- 3) See rubric for more detailed information about requirements.

**3. Attend an OPEN meeting:** For this assignment, attend a minimum of 3 AA (or NA, Al-anon, CA) meetings and write brief reaction papers for each of the meetings you attend. You will need to search online to find a meeting that is appropriate for you in your area. Following your attendance, you will need to write a brief (2 page) reaction paper reflecting the following information: meeting selection, description of population, observations, emotional reaction, match with expectations, resulting changes from experience, spelling, grammar, and submission. You do not need to attend the same type of meetings (i.e., 3 AA meetings) for this assignment. If you would like to experience a variety of them, you are welcome to.

**NOTE:** "Open" meetings are open to the public and generally welcome visitors for any reason. "Closed" meetings are reserved for individuals struggling with addiction issues and do not welcome visitors. Al-Anon meetings are always open but tend to focus more on the impact of the addiction on others, not the addict themselves.

Requirements:

- 1) The total page length of each reflection paper should be 2 pages, double spaced.
- 2) Format must be standard (Times New Roman, 12-point font, 1" margins).
- 3) See rubric for more detailed information about requirements.

**4. Create a Newspaper:** Create a newspaper to convey your learning on a specific topic that relates to this course. You will write a total of 5 articles, with a central theme. You can write an op-ed piece, pros and cons, investigative articles. Be creative with your articles!

Styling:

It is desired for this to look like a newspaper. Therefore, you must name your paper (satire is acceptable – but not profane or offensive) and create a header. EVERY article should start on the front page but may be continued over to additional pages – like a newspaper. There should be multiple columns, but I would recommend no more than three. You may choose to present your newspaper in landscape format, including the option to alter page sizes (legal, etc). You are free to use graphics and pictures to illustrate your work (this helps break up too much content). Properly cite references in your articles (APA format) and submit a separate word document with your list of references.

Requirements:

- 1) The paper must be saved and submitted in PDF format.
- 2) The total page length of the paper should be 5-6 pages. Graphics or pictures MUST NOT exceed 30% of the paper. (In this case, pictures ARE NOT worth 1000 words!).
- 3) Format may be landscape or portrait; however, margins must be no more than 1" in any direction (except for last page, which need not be filled).

4) See rubric for more detailed information about requirements.

**Final Exam (75 points):** A cumulative final exam will be given during final exam week. The exam will open Monday, December 6<sup>th</sup> at 9:00am MST and will close Friday, December 10<sup>th</sup> at 5:00pm MST. NO EXTENSIONS will be offered for the final exam.

### Guidelines for Assignments

All written assignments (unless otherwise noted) should be appropriately formatted (12 point, Times New Roman font, 1" margins), typed, grammatically correct, proofread, and concise.

Late Assignments: Late assignments will not be accepted. If you believe you have an extenuating circumstance, please email me to discuss it. Extra time will only be given for extenuating circumstances with determinations made on a case-by-case basis.

### Student Evaluation

Final course grades will be determined on the following basis:

Abstinence Exercise	75 pts
Student Choice Assignments (3 @ 50 points each)	150 pts
Final Exam	<u>75 pts</u>
Total points:	300 pts

Grades are based on an A-F grading system. Ninety percent and above is an A, 80-89.4% is a B, 70-79.4% is a C, 60-69.4% is a D, and anything below 59.5% is a F.

### University Statements & Resources

The following section was developed and distributed by the University to provide you with resources that you may need while you are a student at UNC. I have not altered or added any information to the University Statements & Resources section, but if you have any questions about these resources I would be happy to answer them or direct you to the right resource for you. I want to help you be successful, not only in this course, but at UNC, so please do not hesitate to reach out if you need anything.

You are expected to abide by the University Honor Code in all academic endeavors. Plagiarism will not be tolerated in this course and policies for academic misconduct will be strictly enforced.



**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

**Food Insecurity and Basic Needs:** Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

**Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences regarding this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

**Attendance:** Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

**COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**Title IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know

that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or <https://www.unco.edu/inside-unc/student-support/psychological-services-clinic.aspx>

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

**Equity and Inclusion Statement:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity, and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

**Land Acknowledgment:** The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates

this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

**Writing Center:** The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system: [www.unco.mywconline.com](http://www.unco.mywconline.com). You will need to create a new account if you've never visited the Writing Center before. We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230. We also have walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

## HUSR 397 Expanded Blueprint

**\*This schedule is tentative and subject to change**

Dates	Module Name & Objectives	Materials	Activities	Assessments
<p><b>Week 1</b> Module 1</p> <p>Aug. 23<sup>rd</sup> thru Aug. 29<sup>th</sup></p>	<p><b>Substance Abuse Counseling for the 21<sup>st</sup> Century</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Define substance abuse</li> <li>2. Discuss evidence-based practices</li> <li>3. Critique substance abuse diagnoses</li> <li>4. Construct collaborative treatment planning</li> </ol>	<p><u>Readings:</u> McGovern (2003)</p> <p><u>Guided PowerPoint:</u> Substance Abuse Counseling for the 21<sup>st</sup> Century</p>	<p>Introduction Discussion Board</p>	<p>Complete Introduction discussion board</p>
<p><b>Week 2</b> Module 2</p> <p>Aug. 30<sup>th</sup> thru Sept. 5<sup>h</sup></p>	<p><b>Motivational Interviewing (MI)</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Support the meaning &amp; ethical use of MI</li> <li>2. Outline the MI Interviewing Principles</li> </ol>	<p><u>Readings:</u></p> <p><u>Guided PowerPoint:</u> Motivational Interviewing</p>		

<p><b>Week 3</b> Module 2</p> <p>Sept. 6<sup>th</sup> thru Sept. 12<sup>th</sup></p>	<p><b>Motivational Interviewing (cont'd)</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Compare MI across settings</li> </ol>	<p><u>Readings:</u> Madson (2016) Moyers (2011)</p>	<p>Abstinence Exercise Begins – Letter to my Substance/Behavior</p>	<p>1-2-page letter to your addictive substance/behavior</p>
<p><b>Week 4</b> Module 3</p> <p>Sept. 13<sup>th</sup> thru Sept. 19<sup>th</sup></p>	<p><b>Drugs &amp; Their Effects: Alcohol &amp; Marijuana</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Differentiate factors that affect a drug's effect</li> <li>2. Compare characteristics of drugs</li> <li>3. Identify psychological characteristics of the user</li> </ol>	<p><u>Readings:</u> Trevisan (1998) article</p> <p><u>Guided PowerPoints:</u> Drugs &amp; Their Effects: Alcohol &amp; Marijuana</p>	<p>Week 1 Abstinence Log</p>	<p>Minimum of three entries (1/2 page each)</p>
<p><b>Week 5</b> Module 4</p> <p>Sept. 20<sup>th</sup> thru Sept. 26<sup>th</sup></p>	<p><b>Drugs &amp; Their Effects: Depressants &amp; Stimulants</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Differentiate factors that affect a drug's effect</li> <li>2. Compare characteristics of drugs</li> <li>3. Identify psychological characteristics of the user</li> </ol>	<p><u>Readings:</u> Freud (1884)</p> <p><u>Guided PowerPoints:</u> Drugs &amp; Their Effects: Depressants &amp; Stimulants</p>	<p>Quiz #1 (Modules 1-4)</p> <p>Week 2 Abstinence Log</p>	<p>Multiple choice, true/false, matching, and short answer questions</p> <p>Minimum of three entries (1/2 page each)</p>

<p><b>Week 6</b> Module 5</p> <p>Sept. 27<sup>th</sup> thru Oct. 3<sup>rd</sup></p>	<p><b>Drugs &amp; Their Effects: Narcotics &amp; Hallucinogens</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Differentiate factors that affect a drug's effect</li> <li>2. Compare characteristics of drugs</li> <li>3. Identify psychological characteristics of the user</li> </ol>	<p><u>Readings:</u> Supplemental Readings</p> <p><u>Videos:</u> Opioid Epidemic Documentary</p> <p><u>Guided PowerPoints:</u> Drugs &amp; Their Effects: Narcotics &amp; Hallucinogens</p>	<p>Week 3 Abstinence Log</p>	<p>Minimum of three entries (1/2 page each)</p>
<p><b>Week 7</b> Module 6</p> <p>Oct. 4<sup>th</sup> thru Oct. 10<sup>th</sup></p>	<p><b>Drugs &amp; Their Effects: OTC &amp; Inhalants</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Differentiate factors that affect a drug's effect</li> <li>2. Compare characteristics of drugs</li> <li>3. Identify psychological characteristics of the user</li> </ol>	<p><u>Readings:</u> Supplemental Readings</p> <p><u>Guided PowerPoints:</u> Drugs &amp; Their Effects: OTC &amp; Inhalants</p>	<p>Week 4 Abstinence Log</p> <p>Student Choice Film Critique assignment</p>	<p>Minimum of three entries (1/2 page each)</p> <p>5–6-page paper analyzing film of your choice</p>

<p><b>Week 8</b> Module 7</p> <p>Oct. 11<sup>th</sup> thru Oct. 17<sup>th</sup></p>	<p><b>Assessment</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Investigate the ethics involved in assessment</li> <li>2. Compare assessment devices</li> <li>3. Describe ethics in working with clients</li> <li>4. Discuss co-occurring substance abuse &amp; mental health problems</li> </ol>	<p><u>Readings:</u></p> <p><u>Guided PowerPoint:</u> Assessment</p>	<p>Week 5 Abstinence Log</p>	<p>Minimum of three entries (1/2 page each)</p>
<p><b>Week 9</b> Module 8</p> <p>Oct. 18<sup>th</sup> thru Oct. 24<sup>th</sup></p>	<p><b>Treatment Planning</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Investigate the ethics involved in treatment planning</li> <li>2. Describe ethics in working with clients</li> <li>3. Discuss co-occurring substance abuse &amp; mental health problems</li> </ol>	<p><u>Readings:</u> Supplemental Readings</p> <p><u>Guided PowerPoints:</u> Treatment Planning</p>	<p>Quiz #2 (Modules 5-8)</p> <p>Week 6 Abstinence Log</p>	<p>Multiple choice, true/false, matching, and short answer questions</p> <p>Minimum of three entries (1/2 page each)</p>
<p><b>Week 10</b> Module 9</p> <p>Oct. 25<sup>th</sup> thru Oct. 31<sup>st</sup></p>	<p><b>Client Change</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Identify principles of effective treatment</li> </ol>	<p><u>Readings:</u></p> <p><u>Guided PowerPoint:</u> Client Change</p>	<p>Abstinence Summary Paper</p>	<p>Describe the abstinence experience</p>

<p><b>Week 11</b> Module 10</p> <p>Nov. 1<sup>st</sup> thru Nov. 7<sup>th</sup></p>	<p><b>Program Planning &amp; Evaluation</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Discuss accountability for outcomes</li> <li>2. Design program planning</li> <li>3. Execute an evaluation</li> </ol>	<p><u>Readings:</u></p> <p><u>Guided PowerPoint:</u> Program Planning &amp; Evaluation</p>	<p>Student Choice Open Meeting assignment</p>	<p>Attend 3 Open meetings and write reflection papers</p>
<p><b>Week 12</b> Module 11</p> <p>Nov. 8<sup>th</sup> thru Nov. 14<sup>th</sup></p>	<p><b>Cultural Aspects of Substance Abuse Counseling</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Discuss multiculturalism &amp; social justice</li> <li>2. Identify multicultural competence in family counseling</li> </ol>	<p><u>Readings:</u> Burrow-Sanchez (2015) article Guerrero (2014) article</p> <p><u>Guided PowerPoint:</u> Cultural Aspects of Substance Abuse Counseling</p>		
<p><b>Week 13</b> Module 12</p> <p>Nov. 15<sup>th</sup> thru Nov. 21<sup>st</sup></p>	<p><b>Working with Families</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Critique Systems Theory</li> <li>2. Deconstruct substance abuse &amp; the family system</li> <li>3. Distinguish stages in family recovery</li> <li>4. Identify effects on children</li> </ol>	<p><u>Readings:</u> Steinglass (1987)</p> <p><u>Guided PowerPoint:</u> Working with Families</p>		

<p><b>Week 14</b> Module 13</p> <p>Nov. 22<sup>nd</sup> thru Nov. 28<sup>th</sup></p>	<p><b>Future Trends &amp; Prevention</b></p> <p><u>Module Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Discuss the ethical imperative</li> <li>2. Support the concept &amp; general model of prevention</li> <li>3. Design ideas for producing change &amp; effectiveness of prevention programs</li> </ol>	<p><u>Readings:</u></p> <p><u>Guided PowerPoint:</u> Future Trends &amp; Prevention</p>	<p>Student Choice Newspaper assignment</p>	<p>Write 4 articles with central theme</p>
<p><b>Week 15</b></p> <p>Nov. 29<sup>th</sup> thru Dec. 5<sup>th</sup></p>			<p>Quiz #3 (Modules 9-13)</p>	<p>Multiple choice, true/false, matching, and short answer questions</p>
<p><b>Week 16</b></p> <p>Dec. 6<sup>th</sup> thru Dec. 10<sup>th</sup></p>	<p><b>Final Exam</b></p>			<p>Multiple choice, true/false, matching, and short answer questions</p>