



COLORADO STATE UNIVERSITY
— GLOBAL —

PSY560 SUBSTANCE ABUSE

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course will provide an introduction to the assessment, diagnosis, and treatment of substance abuse and related disorders. Additionally, students will become familiar with the dynamics and etiology of substance abuse; learn to identify psychometric tools used in the evaluation of substance abuse; and be able to review evidence-based treatment methods and their application to military and emergency responder populations.

Course Overview:

This course is designed to familiarize students with major concepts, drug classifications, biological mechanisms of action, and counseling techniques for clients with substance abuse and addiction issues. Substances primarily pertaining to first responders (alcohol, opioids, etc.) will be covered in depth while all other substances of abuse will also be included. This course will discuss definitions of addiction and substance abuse, pharmacology and biological mechanisms of action, impact of substance use and abuse on self, family, and career, and treatment modalities.

Course Learning Outcomes:

1. Examine the stages, processes, and effects of substance use disorders.
2. Articulate understanding of the social and psychological dynamics of substance abuse disorders.
3. Describe the clinician's role in prevention, intervention and aftercare including recovery and relapse prevention.
4. Explore theories and models of treatment of substance abuse disorders, drug classification, and assessment.
5. Apply procedures of screening, assessment, and diagnoses.
6. Examine ethical and confidentiality issues in substance abuse treatment.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

- Fisher G.L. & Harrison T.C. (2018). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson. ISBN 9780134387642
- Fay J., Kamena M., & Kirschman E. (2015). *Counseling cops: What clinicians need to know*. The Guilford Press. ISBN 9781462524303

Suggested:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Association. <https://doi.org/10.1176/appi.books.9780890425596s>

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 and 2 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.
- United States Drug Enforcement Administration. (n.d.). *Drug scheduling*. <https://www.dea.gov/drug-scheduling>

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Portrait of Professional Care Giver

Think about the stressors that first responders tackle and live with on a daily basis. How do you feel their attitudes and beliefs about substance use might lead to substance abuse? Keeping in mind what you know already about the personality and cultural norms of servicemembers and responders, how might a clinician educate new servicemember recruits or new responder recruits on substance use and abuse issues? Be sure to reference the Comprehensive Drug Abuse Prevention and Control Act in your education material for these recruits.

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: Empathy Exercise

Examine your own use of substances (e.g. caffeine, alcohol, nicotine, chocolate, etc.) or engagement in activities (e.g. video games, social media, gambling, etc.) that are known to be potentially addictive. Choose something with addictive properties that is a consistent part of your daily life and try giving it up for just 2-3 days and describe what this experience was like. What impact did you notice on your functioning? How can you use this information to empathize with substance abuse and addiction clients? What social dynamics influenced your decisions? Going through this experience yourself, how did it influence your attitudes and beliefs about substance abuse and addiction?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 2

Readings

- Chapter 2 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.
- Chapter 11 in *Counseling cops: What clinicians need to know*. The Guilford Press.

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Depressants vs. Stimulants

Choose one CNS depressant and one CNS stimulant. Using the required reading and a research selection of your choice, discuss the similarities and differences in regard to the following: routes of administration, major acute and chronic effects, overdose, tolerance, and withdrawal. How might these depressants and stimulants present in the military service member that enters your office?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: Understanding the Opioid Epidemic

After watching Understanding the Opioid Epidemic video, what are your thoughts on what precipitated the epidemic, what has made it flourish, and what the aftermath has been? How might opioid addiction look different or similar in first responders versus the general population?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 3

Readings

- Chapter 3 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.
- National Institute on Drug Abuse. (2018, July 20). Drugs, brains, and behavior: The science of addiction. <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction>

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Celebrity Analysis

Read the article and review the included video of famed reporter Elizabeth Vargas discussing her battle with alcoholism. Apply two of the addiction models of your choice and describe her addiction journey as if she were your client from the perspective of each of these models.

Dooley, S., Dawson, M., & Efron, L. (2016, September). *ABC News anchor Elizabeth Vargas on her long battle with alcohol and her road to recovery* [Video]. ABC News. <https://abcnews.go.com/Health/abc-news-anchor-elizabeth-vargas-long-battle-alcoholism/story?id=41980399>

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: Models of Addiction Applied to the First Responder Population

Discuss which models of addiction you think might be more accepted and less accepted by the military/first responder population. Why? Discuss how confidentiality concerns may impact willingness to seek help and how this can be addressed as a clinician working with a specific service agency.

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 4

Readings

- Chapter 15 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.
- Chapter 11 in *Counseling cops: What clinicians need to know*. The Guilford Press.

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Treatment

What do you imagine the experience of a behavioral addiction is like? How do you believe it might compare to the experience of a substance addiction? Describe the similarities and differences between some of the behavioral addiction treatments and substance abuse treatments.

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: First Responder Application

Choose one of the two vignettes on pg.136 and 137 in *Counseling Cops*. Summarize the issue at hand and discuss the following. Pick a model of addiction to appraise underlying issues. Do you think there is a diagnosable issue? What is your recommended treatment?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 5

Readings

- Chapters 5 & 9 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Shelter Video

Watch the *Shelter* videos Shelter Segment 2 and Shelter Segment 3 on the mental health effects of going to war. Analyze some of the reasons military veterans develop co-occurring disorders. What are some of the most common co-occurring disorders and why are they difficult to diagnose? What resources are available for this population?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: 42 CFR

Describe the importance of 42 CFR. How did it come to be, how does it protect those seeking treatment, and how does a mental health professional abide by it? What are exceptions to the general rule in 42 CFR?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 6

Readings

- Chapter 6 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

Discussion (25 points)

Critical Thinking (75 points)

OPTION #1: Assessment Experiment

Choose a self-report screening tool and one of the assessments listed in Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors and recommended readings. Fill out the screen and the assessment on yourself. Describe your experience taking the screening tool, the experience receiving the results, and what value the information provided gives you. Did the experience leave you feeling better prepared to address a particular issue? Did it feel shaming or leave you feeling confused? Lastly, describe some of the advantages and drawbacks of the specific tools you chose to use.

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: DSM-5 Debate

Using the DSM-5, create a vignette of a fictional first responder client that meets criteria for diagnosis of a substance use disorder. What is his or her use like? In what ways is the criteria met? Describe some of the issues that can come up when attempting to diagnose an AOD client? Are there times that a diagnosis is necessary and other when it is not? How might you use the information to make a referral?

Your paper should be 4-6 pages in length and conform to CSU Global Writing Center. Include six resources with at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 7

Readings

- Chapters 7 & 8 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.

Discussion (25 points)

Module 8

Readings

- Chapters 10 & 11 in *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.

Discussion (25 points)

Portfolio Project (350 points)

OPTION #1: Tom Vignette

Tom, a fireman/medic was referred to you, a contract clinician for the fire department, after a co-worker smelled alcohol on his breath while on shift. His breathalyzer test came back .09 and he was sent home. At your initial session, Tom reported that he drinks occasionally and didn't realize when he went to work that he was still intoxicated from the night before. He reported that he does not have an alcohol problem but has been feeling overwhelmed and has trouble sleeping at night. Tom's supervisor contacts you and lets you know that this is not the first time he has had issues with his drinking. Tom was disciplined six months ago for not showing up for shift after co-workers said he left a party very intoxicated the night before.

Write a paper about this fictional first responder client and his journey through AOD treatment with you. Feel free to add details to Tom's vignette in order to make treatment decisions clearer. The following topics should be addressed and applied to your fictional client:

- Assessment and screening tools used at the initial session
- Any issues of ethics or confidentiality that you could encounter
- Based on what you know of CNS depressants, why is it important that Tom is sober at work?
- What co-occurring disorder would you diagnose Tom with?
- What level of treatment does Tom need and how do you know?
- Create a treatment plan and relapse prevention plan that will be implemented.

Your paper should be 10-12 pages in length and conform to the CSU Global Writing Center. Include 12 resources that include 10 from scholarly and peer-reviewed articles in addition to the course textbook. The CSU Global Library is a good place to find these references.

OPTION #2: Create Your Own Treatment Program

Congratulations, you love AOD treatment so much you decided to start your own residential program!

Write a proposal for how you plan to build your program including (but not limited to) the following:

- What is the name of your program and what is your chosen treatment approach (i.e. Minnesota Model, Contingency Management, Matrix, etc.)? Describe how you will apply the principles of that approach to build your program.
- Describe your detox program and how pharmaceuticals will play a role.
- What kind of treatment milieus will you offer (describe 2 treatment groups, and your 12-step group)?
- How will MI and other evidence-based interventions be utilized in individual therapy?
- What are some challenges that could come up in your program and how do you plan to overcome them?
- How do you plan to prepare clients to exit your program?
- How do you plan to tailor the program to the needs of the first responder clients?

Your paper should be 10-12 pages in length and conform to CSU Global Writing Center. Include 12 resources that include 10 from scholarly and peer-reviewed articles in addition to the course textbook. The CSU Global Library is a good place to find these references.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see CSU Global Library page for Citing & APA Resources and Avoiding Common Plagiarism Mistakes for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow APA format for all assignments. For details, please review the APA guidelines within the CSU Global Writing Center. A link to this resource should be provided within most assignment descriptions in your course.

Disability Services Statement

CSU Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.