

Instructor

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Office hours: Via the web: Monday thru Friday 9am-5pm

Course Description

This is a hybrid course will meet online weekly, and students will have to attend one 12-step meeting per week. This course will cover substances of abuse and their effects on the processes of body and brain. Students will learn how to screen and assess for substance use disorder including withdrawal. Included in the curriculum is a teaching on the current medical and pharmacological resources in the treatment of substance use disorders. Students will learn the history of alcohol and drug enforcement and addictions treatment policies in the U.S. Additionally taught in this course are the bio-psychosocial, cultural, and spiritual factors related to addiction. This course will also address the models and theories of addiction and prevention strategies including, epidemiology of substance use disorders and diagnostic criteria for substance use disorders.

The Course will also address the Addiction Counseling standards as outlined by the Council for Accreditation of Counseling & Related Educational Programs (CACREP):

Course Objectives

1. Participate in the Addiction Knowledge course as detailed in the following syllabi.
2. Assist students in developing the knowledge of the principles of addiction education, prevention, intervention, and consultation.
3. To teach students the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
4. To assist students in recognizing the importance of family, social networks, and community systems in the treatment and recovery process.
5. To assist students with understanding the role of spirituality in the addiction recovery process.
6. To help students with gaining the knowledge of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.

7. To assist students in understanding the principles and philosophies of addiction-related self-help programs.
8. To teach students the professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
9. To facilitate students' understanding of the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

Student Learning Outcomes: Students will be able to:

1. Demonstrate understanding of the history, philosophy, and trends in addiction counseling.
2. Demonstrate understanding ethical and legal considerations specifically related to the practice of addiction counseling.
3. Demonstrate understanding of the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Demonstrate understanding of the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Demonstrate understanding of a variety of models and theories of addiction related to substance use and other addictions.
6. Demonstrate understanding the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Demonstrate understanding of the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
8. Demonstrate understanding the factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Demonstrate understanding the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Demonstrate understanding the operation of an emergency management system within addiction agencies and in the community.
11. Demonstrates the ability to recognize his or her own limitations as an addiction

counselor and to seek supervision or refer clients when appropriate.

SCHOOL COUNSELING (SC)

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the above domains.

Methods of Instruction

Class will consist of lectures, videos, group discussions, role plays and activities. Students will be responsible for completing reading assignments before class so they are prepared to participate in discussion and activities.

Required Text

Hanson (2015) *Drugs & Society* 12th ed: Jones & Bartlett Learning

Required Readings

The code of ethics appropriate for your area of study:

The American Counseling Association Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

The American School Counselors Association Ethical Standards

<http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>

Additional Optional Resources

Abadinsky, Howard. *Drug Use and Abuse: A Comprehensive Introduction*, 6th Ed. Brooks/Cole, 2008.

Inaba, Darryl. *Uppers, Downers, All-Arounders*, 6th Ed. CNS Publications, 2007.

Kinney, Jean. *Loosening the Grip*, 9th Ed. McGraw-Hill, 2008.

Ray, O. and Charles Ksir. *Drugs, Society and Human Behavior*, 12th Ed. McGraw-Hill, 2006.

Students are reminded to register for Blackboard to access important Graduate School information. Contact the Graduate School for instructions.

COMPUTER REQUIREMENTS ACCESS

If you do not have access to a computer off campus, there are **computer labs on campus** you can use to participate in the course. Most public libraries also have computers with internet access that you can use for free.

The instructor will be using the Canvas system to hold most classes:

1. Reading assignments and written weekly assignments will be listed on canvas.
2. Discussion post will be available each week.

ANNOUNCEMENTS

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your **preferred method of notification** from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

EMAIL

In this course we will use the CONVERSATIONS feature on the help corner (located in the upper right hand navigation links) to send email for private messages. You can either check your messages in the CANVAS system or **set your notifications to your preferred method of contact**. Please check your messages regularly. When submitting messages, please do the following:

Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT.

Send email only to CONVERSATIONS and not my personal email account.

Do not send messages asking general information about the class, please post those in the QUESTION FORUM.

Do not submit your assignments by message.

Make certain to check your messages frequently.

QUESTIONS

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which you can access by clicking the DISCUSSIONS button in the **course navigation links**. This is an open forum, and you are encouraged to give answers and help each other. For each clear and comprehensive answer you give, you can receive 1 extra credit point for the course (up to 5 points maximum).

Participation

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will

IMPORTANT DATES

The due dates for your assignments are on the CALENDAR
Please review these.

WEEKLY ASSIGNMENTS

Each week you will need to complete the following:

- Read the weekly chapters listed on the calendar.
- Post in the weekly **Discussion Forum** by **Thursday at noon EST**
- Respond to two other students' posts in the **Discussion Forum** by the following **Sunday at noon EST**
- Complete the **lesson assignments** each week by the following **Sunday at midnight EST**.
- 12-Step meeting attendance

DISCUSSION FORUMS

Discussion forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the DISCUSSIONS button in the **course navigation links**. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to two of your classmates' answers.

WEEKLY LESSON ASSIGNMENTS

For weekly assignments, you will write a 4-5 page paper on the chapters read for the week, the page limits do not include the cover page and references. The written assignment must be in proper APA format and you must use at least five peer reviewed journal articles for each assignment. The journal articles must be within the past five years.

12-Step meeting attendance, you must attend at least five 12-step meetings throughout the course. These meetings include AA, NA, CA, MA, GA, or ALA-NON. You are required to submit a signed proof of the meeting attendance by scanning them to the professor weekly. You can find 12-step meetings on line by using google and searching in your area.

Student Evaluation (500)

1. **Weekly written and reading lesson assignments: (50 points each total of 250 points.)** (CACREP, II.G. 2.a,c; III, E.4 (SC); III, E.3, 5 (CMHC). Quizzes will be held towards the beginning of class and students can take as much time as needed to complete.
2. **Participation (Discussion & Chat) 40 points each week for discussion and response, total of 200 points)** (CACREP, II, G. 2. a – f; III, E. 1-4 (SC); III, E, 1-6 (CMHC). Be prepared to participate in class discussions and activities. Active participation is critical.
3. **12-Step meeting attendance (10 points each meeting 50 points total).**

***Please note that all assignments submitted late will be reduced by one full letter grade.**

Grading Scale (Total 500 points):

A	=	95-100%
A-	=	90-94%
B+	=	86-89%
B	=	83-85%
B-	=	80-82%
C+	=	76-79%
C	=	73-75%
C-	=	70-72%
D+	=	66-69%
D	=	63-65%
D-	=	60-62%
F	=	59% or lower

Course Schedule* **The instructor reserves the right to edit the course outline as needed. Additional readings may be assigned at the discretion of the instructor.**

DATE	CONTENT AREAS	ASSIGNMENTS & READINGS
Week 1: 5/11/2015 To 5/14/2015	Introduction to Drugs and Society Explaining Drug Use and Abuse Drug Use, Regulation, and the Law Homeostatic Systems and Drugs How and Why Drugs Work	Homework Hanson: Assignment Read Chapters 1, 2, 3, 4, & 5 See writing assignment on canvas due Sunday May 17th *12-Step Meeting Attendance Proof
Week 2: 5/18/2015 To 5/21/2015	CNS Depressants: Sedative-Hypnotics Alcohol: Pharmacological Effects Alcohol: Behavioral Effects	Homework Hanson: Assignment Read Chapters 6, 7, & 8 See writing assignment on canvas due Sunday May 24th *12-Step Meeting Attendance Proof
Week 3: 5/25/2015 To 5/28/2015	Narcotics (Opioids) Stimulants Tobacco	Hanson: Assignment Read Chapters 9, 10, 11 See writing assignment on canvas due Sunday May 24th *12-Step Meeting Attendance Proof
Week 4: 6/1/2015 To 6/4/2015	Hallucinogens (Psychedelics) Marijuana	Hanson: Assignment Read Chapters 12 & 13 See writing assignment on canvas due Sunday May 24th *12-Step Meeting Attendance Proof
Week 5: 6/8/2015 To 6/11/2015	Inhalants Over-the-Counter, Prescription, and Herbal Drugs	Hanson: Assignment Read Chapters 14 & 15 & See writing assignment on canvas due Sunday May 24th *12-Step Meeting Attendance Proof

Note: Due to the complexity of the concepts presented the course schedule may vary from time to time in order to introduce more current materials.

Additional Information

1. Policy on Documentation and Accommodation of Disabilities:

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

2. Policy on Academic Honesty:

For the full JCU policy on academic honesty, please refer to the 2013-2015 Undergraduate Bulletin, pp. 110-112. The following language is from the Community Standards section of the Dean of Students Website (<http://sites.jcu.edu/deanofstudents/pages/community-standards/academic-honesty/>).

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Policy on Mutual Respect:

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views

conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability.

Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. “Bias” is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person’s identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability.

All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>.

Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu or [\(216\) 397-4455](tel:2163974455). For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.