KEAN UNIVERSITY
UNION, NJ

SURVEY IN ALCOHOL AND DRUG ABUSE COUNSELING

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COURSE NUMBER: CED 5501
SEMESTER HOURS: Three
PREREQUISITES: none
LIMITATIONS ON ENROLLMENT: 20

CATALOGUE DESCRIPTION:
An in depth survey of various methods, models, and procedures in assessment and treatment of alcohol and drug abuse. Theory and process of alcohol and drug abuse counseling and prevention are included.

Note: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g. tape recording, special adaptive equipment, special note taking or test taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student’s convenience, the professor’s office hours, telephone number and e-mail address will be listed on the syllabus.
I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals as evidenced by demonstrating proficiency in knowledge, skill, and application of alcohol and drug abuse counseling. Students will:

A. apply alcohol and drug abuse counseling theories in counseling individuals and families with alcohol and/or drug abuse problems (K, S, D)

B. understand basic concepts of pharmacology and its relationship to dependency and addiction, and its use in client education (K, S)

C. provide an overview of the tasks of alcohol and drug abuse assessment, and the assessment of other addictions with related differential diagnosis and summaries (K, S, D)

D. identify the ethical considerations involved in alcohol and drug abuse counseling (K, S)

E. explain the role of self-help in on-going recovery (K, S, D)

F. differentiate significant issues of chemical dependency in special populations (K, S)

G. describe various theories and current research in the prevention of alcohol and drug abuse (K, S, D)

II. Course Content:

A. Alcohol and drug abuse counseling theories in counseling individuals and families with alcohol and/or drug abuse problems.

1. Definition of terms (substance abuse, addiction)
2. Theories of alcohol and drug abuse etiology and
3. Stages of alcohol and drug abuse development and recovery
4. Significant mechanisms at work (e.g., denial)
5. Intervention and treatment formats
6. The Structured Intervention approach to addressing chemical dependency
7. Outpatient models for treating alcohol and drug abuse and addiction
8. Inpatient models for treating alcohol and drug abuse and addiction
9. Creating counseling environments that encourage active engagement and motivation for change
10. Effective verbal and non-verbal techniques for creating productive alcohol and drug abuse counseling sessions
11. Counseling techniques with children, adults, and families
12. Effects on others (e.g., family members, peers)
13. Addressing codependency and enabling
14. Children of Alcoholics and Substance Abusers (COAs/COSAs)
15. Referral processes
16. Training and staff development

B. Basic concepts of pharmacology and its relationship to dependency and addiction
   1. Overview of pharmacology
   2. Alcohol as a drug
   3. Effects of chronic use of alcohol, tobacco, and other drugs
   4. Using pharmacological information in developing prevention programs
   5. Overview of the tasks of alcohol and drug abuse assessment (K, S, D)
   6. Comprehensive data gathering of significant life areas
   7. Informal (face valid) assessment techniques
   8. Formal (objective) assessment instruments

C. Provide an overview of the tasks of alcohol and drug abuse assessment, and the assessment of other addictions with related differential diagnosis and summaries
   1. data gathering
   2. interviewing
   3. administration of inventories
   4. developing a diagnosis
   5.

D. Ethical considerations involved in alcohol and drug abuse counseling
   1. Relevant federal laws (including CFR42R)
   2. Professional ethics and ethical decision making approaches
   3. The role of consultation and supervision
   4. Professional preparation standards for alcohol and drug abuse counselors
E. Role of self-help in on-going recovery
   1. Self-help origins
   2. How step programs work
   3. Alternatives in self-help
   4. Relapse prevention

F. Issues of chemical dependency in special populations
   1. Cultural competency in alcohol and drug abuse counseling
   2. Alcohol and drug abuse among people with disabilities
   3. Gender issues in treatment
   4. HIV and other diseases
   5. Prevalence of coexisting disorders

G. Theories and current research in the prevention of alcohol and drug abuse
   1. Current research findings in prevention
   2. Programs scientifically demonstrating effectiveness
   3. Prevention models in relation to developmental theory

III. Methods of Instruction:
   A. Lecture and discussion
   B. Case studies of alcohol and drug abuse
   C. Visits to self-help group meetings
   D. Visits to various treatment settings
   E. Student presentations on specific cases and issues related to assessment and counseling
   F. Role playing to demonstrate skills in counseling alcohol and drug abusing populations
IV. Methods of Evaluation:

A. Self-examination paper of the student’s attitudes about substance abuse and toward those who abuse alcohol and drugs (D) (APA format)

B. Alcohol and drug abuse intervention strategy developed from an assessment (K, S)

C. Reaction papers for two self-help group observations and visit to a treatment provider (S, D) (APA format)

D. Group project that evaluates an addictive substance and explores the impact on our society. (K, S, D) Group to present to the class as well as prepare a written paper to be submitted.

E. Final Examination (K, S, D)

F. Participation (K, S, D)

Attendance: although some course work is available online, classroom attendance is required and students are expected to participate in classroom discussions. Failure to attend or come to class on time may result in a loss of points.

Students are responsible for informing the instructor in advance or in a timely manner of the reasons for their absence. Instructors in consultation with their department chairs are expected to respect university practices and policies regarding what counts as an excused absence. Typically excused absences include illness, bereavement, or religious observances. Serious tardiness may be dealt with at the discretion of the instructor.

V. Required Text:


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Classroom Behavior: Students are expected to participate in classroom discussion. At times they may find themselves disagreeing with the opinion of others or even the instructor.

Discussion must remain respectful at all times. Behavior that is disruptive to the learning environment will result in disciplinary action and possible withdrawal from class.

Cell phones must be turned off during class. Any disruptions due to a device will result in lost points for the day.

Scholastic Dishonesty: Failure to maintain academic integrity include but, are not limited to, cheating on a test or exam, plagiarism and other unauthorized forms of collaborations with another are strictly prohibited. Such allegations will be subject to a withdrawal from class, a failing grade and may be subject to a
BIBLIOGRAPHY


Classic and Seminal Works


Bridging clinical and public health strategies. New York: Guilford.


**World Wide Web**

Center for Substance Abuse Treatment  [http://www.samhsa.gov/csat/csat.htm](http://www.samhsa.gov/csat/csat.htm) (CSAT)

Save Our Sobriety (SOS)  [http://www.unhooked.com/](http://www.unhooked.com/)


Web of Addictions  [http://www.well.com/user/woa/](http://www.well.com/user/woa/)

Women for Sobriety  [http://www.womenforsobriety.org/body.html](http://www.womenforsobriety.org/body.html)

**Non-Print References**

Addiction & Mental Illness. Aquarius


Co-Dependency Healing the Family Within. Concept Media.


What is FAS? (n.d.) Perennial Education, Inc.