

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 525
- b. **Course Title:** Substance Abuse and Mental Health Counseling
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description:

This course provides an overview of the evidence-based practices and common practices for the treatment of substance use disorders (SUDs). Emphasis is placed on training of the interventions in the treatment of SUDs, the various treatment modalities and outcomes, and the components of the therapeutic process (from initial meeting to discharge).

Conceptual Framework:

Consistent with the purpose of the University, the department seeks to provide maximum opportunity for the advancement of knowledge in accordance with standards in Rehabilitation Counseling. In accordance with the mission of the University, as well as the accrediting body, the department offers coursework that will enable degree candidates to become leaders in a variety of rehabilitation and mental health settings. The department is committed to evidence-based practice, research, and teaching. As such, the curricular changes to best suit the needs of the students and profession. The goal is to provide the students with the necessary resources to excel as clinical rehabilitation and mental health counselors.

III. CACREP Content Areas

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Substance Abuse and Mental Health Counseling is a required Course

Throughout this syllabus, this course addresses professional counseling requirements for the following CACREP Standards:

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 2.F and 5.D Clinical Rehabilitation:

Section 2: Professional Counseling Identity – F. Counseling Curriculum

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- k. strategies for personal and professional self-evaluation and implications for practice

2.2 Social and Cultural Diversity

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT

- d. theories and etiology of addictions and addictive behaviors

5. COUNSELING AND HELPING RELATIONSHIPS

1. suicide prevention models and strategies

6. COUNSELING AND GROUP WORK

- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- e. use of assessments for diagnostic and intervention planning purpose

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL REHABILITATION COUNSELING

1. FOUNDATIONS

- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS

- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family

3. PRACTICE

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
- c. strategies to advocate for persons with disabilities
- d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

III. Student Learning Outcomes:

CACREP Knowledge and Skill Outcomes:

- 1.i Demonstrate theories and etiology of addictions and addictive behaviors (As evidenced by an at least an 80% on the presentation assignment)

7.e Demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (As evidenced by an at least an 80% on the assessment reports 1 and 2)

3.d Demonstrate an understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (As evidenced by an at least an 80% on the assessment reports 1 and 2)

5D.1.f Demonstrate an understanding of the etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling. (As evidenced by an at least an 80% on the assessment reports 1 and 2)

5D.3.a Demonstrate an understanding of the screening and assessment instruments that are reliable and valid for individuals with disabilities. (As evidenced by an at least an 80% on the assessment reports 1 and 2)

5D.2.g. Demonstrate an understanding for the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. (As evidenced by an at least an 80% on the Research Paper)

5D.2.h. Demonstrate an understanding of the impact of crisis and trauma on individuals with disabilities. (As evidenced by an at least an 80% on the Research Paper)

5D.2.i. Demonstrate an understanding of the impact of biological and neurological mechanisms on disability. (As evidenced by an at least an 80% on the Research Paper)

5D.2.j. Demonstrate an understanding of the potential effects of co-occurring disabilities on the client and family. (As evidenced by an at least an 80% on the Research Paper)

5D.3.a. Demonstrate an understanding of diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs. (As evidenced by an at least an 80% on the Reaction Paper assignment and well as the Final Exam)

5D.3.c. Demonstrate an understanding of strategies to advocate for persons with disabilities (As evidenced by an at least an 80% on the Reaction Paper assignment and well as the Final Exam)

5D.3.d. Demonstrate an understanding of strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams. (As evidenced by an at least an 80% on the Reaction Paper assignment and well as the Final Exam)

e. Required Text

Perkinson, R.R. (2013). *Chemical dependency counseling: A practical guide* (4th ed.). Thousand Oaks, CA: Sage.

Recommended References and Resources

- Brick, J. (Ed.). (2004). *Handbook of the medical consequences of alcohol and drug abuse*. New York: Haworth.
- Connors, G.J., Donovan, D.M., DiClemente, C.C. (2001). *Substance abuse treatment and the stages of change: Selecting and planning interventions*. New York: Guilford.
- *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)*: available for purchase from www.appi.org
- Heinemann, A.W. (Ed.). (1993). *Substance abuse and physical disability*. New York: Haworth.
- Hubbard, J.R., & Martin, P.R. (Eds.). (2001). *Substance abuse in the mentally and physically disabled*. New York: Marcel Dekker.

f. Course Requirements:

- Academic Requirements:** Live text is used to provide online academic resources for student collaboration and learning outcomes assessments, therefore, all students enrolled in this class should have access to their Live text account. All final assignments will be submitted to Live Text.
Moodle will be used in this class for online assignments, discussion boards, development of interview video and the development of an electronic resume.
- Administrative Requirements:** Southern University email account will be used to deliver official University correspondence for this class. Students are expected to check the official account on a frequent and consistent basis for program and course related information. Emails will be answered within a 24-hour period or before.
- Professional Email Address:** Please obtain or create a professional email address with your real name or some variation thereof.
- Academic Dishonesty:** The department and the faculty emphasize development of a high level of integrity, ethics, and professionalism during your academic pursuit at the University. Plagiarism or any form academic dishonesty will not be tolerated and will be penalized following university policy.
- LiveText Subscription:** Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

LiveText is a dynamic tool that will enable you to:

- i. Create Electronic Portfolios for storing and displaying coursework for use any time and any place;

- ii. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VII: Evaluation of Students

Assignment	Points Each	Total Points
Participation	10	10
Quiz	10	10
Reaction paper on self-help meeting (<i>CACREP standards 2.3.d, 5.3.a,c,d</i>)	10	10
Presentation (<i>CACREP Standards 2.3.d</i>)	20	20
2 Assessment reports (<i>CACREP Standards 5.1.d,e,f,g</i>)	25	50
Final Examination (<i>CACREP Standards 2.3.d, 5.1.d,e,f,g, 5.3.a,c.d.</i>)	100	100
Research paper (<i>CACREP standards 5.2.g,h,i,j</i>)	100	100
Total		300

GRADING SCALE

A = 270-300 points

B	=	240-269 points
C	=	210-239 points
D	=	180-209 points
F	=	179 or less points

General Class Policies

- Attendance, class participation, and professional conduct will be expected at all times.
- Students will be expected to complete the assigned reading(s) prior to each class session.
- Readings for the following class week will be posted on Moodle by Friday of the previous week.
- If a student is using their phone or their computer for activities other than those that are class-related, it will be assumed that the student is not participating in class.
- Students with disabilities requiring accommodations are encouraged to meet with the instructor as soon as possible.

VIII. ADA Compliance

- a. All students who require accommodations for disabilities are required to contact the professor before the end of the second week of classes to ensure proper accommodations. Proof will be needed in the form of a VISA from the disability office. Beyond the second week of classes, students may not be given accommodations based on the instructor's discretion. The Office of Students with Disabilities located in Room 246 Blanks Hall. Please contact Ms. Patricia Hebert, Director for accommodation needs; Phone: 771-3546; Fax: 771-3949; and email: patricia_hebert@subr.edu.
- b. Persons with discrimination concerns are encouraged to consider the Southern University internal Discrimination Grievance Procedure prior to seeking relief in an external forum. Seeking resolution through Southern University's internal Discrimination Grievance Procedure will not impair the person's right to pursue remedies in another forum outside of SUBR. All ADA discrimination/504 complaints should be addressed to: Mrs. Debra Ephrom, ADA Compliance Coordinator Room 305, J.S. Clark Administration Building, Southern University and A&M College, Baton Rouge, Louisiana 70813, Ph: (225) 771-5021 , TTY: (225) 771-3824, Fax: (225) 771-2058.

IX: CACREP Faculty

Derek Ruiz, Ph.D., CRC, LPC (IL)
Assistant Professor
225 Blanks Hall

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Office Hours: M, W, Th 2:00 – 4:30 PM or by appointment

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X. Weekly Course Schedule

Date	Topics	Reading Assignment (s)
WEEK 1	<ul style="list-style-type: none">✓ Introduction, Overview of Course/Syllabus✓ Ice Breaker – Getting to know classmates✓ Attitude Towards SUD✓ Overview of Substance Use Disorder diagnoses and criteria✓ Discuss Assessment Report 1 Details (case conceptualization based on assessments)	<ul style="list-style-type: none">-- DSM-V Criteria Overview-- Perkinson CH. 2-- Attitude Towards SUD Activity Overview Assessment (for 1st assignment) (CACREP: 3.d, 5D.1.d, 5D.1.e, 5D.1.f, 5D.1.g, 5D.2.i, 5D.3.a, 5D.3.b)
WEEK 2	<ul style="list-style-type: none">✓ Models and Theories of Addiction✓ Risk and Resiliency Factors	<ul style="list-style-type: none">-- Perkinson pgs. 141 – 152-- Moodle readings (CACREP: 3.d, 5D.1.d, 5D.1.e, 5D.1.f, 5D.2.h, 5D.2.i, 5D.2.j, 5D.3.a, 5D.3.c)
WEEK 3	<ul style="list-style-type: none">✓ Risk and Resiliency Factors (cont'd)✓ Models of Treatment✓ Overview of Treatment Settings	<ul style="list-style-type: none">-- Moodle readings-- ‘Substance Abuse Treatment’ module in the ‘Additional Materials’ folder (Moodle)** (CACREP: 5D.1.d, 5D.1.f, 5D.2.h, 5D.2.i, 5D.3.a, 5D.3.b, 5D.3.c)
WEEK 4	<ul style="list-style-type: none">✓ Overview of Recovery and Recovery Models✓ Goals/Outcomes of Treatment✓ Family and Addiction	<ul style="list-style-type: none">-- Perkinson CH. 14-- Moodle readings (CACREP: 3.d, 5D.1.d, 5D.1.e, 5D.1.f, 5D.2.h, 5D.2.j, 5D.3.a, 5D.3.b, 5D.3.c)
WEEK 5	<ul style="list-style-type: none">✓ Social Network, Tx Team✓ Role of Insurance in Treatment✓ Multicultural Issues (including disability)✓ Self-Awareness and Biases✓ Sign-Up for Class Presentations!!!	<ul style="list-style-type: none">**Assessment Report 1 Due-- Moodle readings-- Perkinson CH. 11 (CACREP: 2.3.d, 5.1.d, 5.1.e, 5.1.e, 5.2.j, 5.3.a, 5.3.b, 5.3.c)

WEEK 6	<ul style="list-style-type: none"> ✓ Multicultural Issues (including disability) ✓ Initial Contact, Early Tx Phase ✓ Therapeutic Alliance ✓ Motivational Interviewing ✓ Assessing Level of Motivation/Readiness to Change ✓ Go Over Assessment #2!!!(Biopsych + NIDA Tool) ✓ Remind Class of AA meeting and Reaction Paper!! 	<p>-- Perkinson CH. 1, 3 -- Moodle readings</p> <p>(CACREP: 5D.1.d, 5D.1.f, 5D.1.g, 5D.2.g, 5D.3.a, 5D.3.b, 5D.3.c)</p>
WEEK 7	<ul style="list-style-type: none"> ✓ Biopsychosocial Interview ✓ Determining Level of Care ✓ Managing Crisis ✓ Review Assessment Reports in class ✓ Early Treatment Screening/Assessment ✓ Developing Treatment Plan 	<p>-- Perkinson CH. 4, 5 -- Hand out case studies and explain assignment** -- Return Assessment #2</p> <p>(CACREP: 3.d, 5D.1.d, 5D.1.e, 5D.1.f, 5D.1.g, 5D.2.g, 5D.2.h, 5D.2.i, 5D.3.a, 5D.3.b, 5D.3.c)</p>
WEEK 8	<ul style="list-style-type: none"> ✓ Overview of Individual Therapy Process ✓ Therapeutic Strategies and Practices ✓ Adolescent Treatment 	<p>■ Perkinson CH. 6, 11, 12</p> <p>(CACREP: 5D.1.d, 5D.1.f, 5D.1.g, 5D.2.g, 5D.3.a, 5D.3.b, 5D.3.c)</p>
Date	Topics	Reading Assignment (s)
WEEK 9	<ul style="list-style-type: none"> ✓ Group Therapy ✓ Group Processes and Content ✓ Self-Help Groups ✓ AA Overview 	<p>-- Perkinson CH. 7, 8, 9, pgs. 152-156 -- Moodle readings **Assessment Report 2 Due Midterm Quiz</p> <p>(CACREP: 5D.1.f, 5D.1.g, 5D.2.j, 5D.3.a, 5D.3.b, 5D.3.c)</p>
Spring Break	No Class	
WEEK 10	<ul style="list-style-type: none"> ✓ Professional, Ethical, Legal Issues ✓ Clinical Documentation 	<p>-- Perkinson CH. 16 -- Moodle readings</p> <p>(CACREP: 5D.1.d, 5D.1.f, 5D.2.g, 5D.2.j)</p>
WEEK 11	<ul style="list-style-type: none"> ✓ Presentations ✓ Handed back Assessment Report #2 ✓ APA Overview 	<p>-- Perkinson CH. 13 *Case Study Presentations *Self-Help Reaction Paper Due (CACREP: 5D.1.d, 5D.1.f)</p>
WEEK 12	<ul style="list-style-type: none"> ✓ Presentations ✓ Education and Community Outreach ✓ Community Resources 	<p>-- Perkinson CH. 15 -- Moodle readings *Case Study Presentations</p> <p>(CACREP: 5D.1.d, 5D.1.f, 5D.3.b)</p>
WEEK 13	NO CLASS – NCRE CONFERENCE	NO CLASS

WEEK 14	<ul style="list-style-type: none"> ✓ Relapse Prevention ✓ Discharge Planning ✓ Discharge Summary ✓ Program Evaluation ✓ Evaluation of Tx Outcomes and Progress ✓ Post-Tx Assessment ✓ Exam Review ✓ Evaluations 	<p>-- Moodle readings *Case Study Presentations</p> <p>(CACREP: 3.d, 5D.1.d, 5D.1.e, 5D.1.f, 5D.1.g, 5D.2.h, 5D.2.j, 5D.3.a, 5D.3.b, 5D.3.c)</p>
WEEK 15	<ul style="list-style-type: none"> ✓ Exam 	<p>**Final Exam (CACREP Standards 3.d, 5D.1.d,e,f,g, 5D.3.a,c.d.)</p>
WEEK 16	<ul style="list-style-type: none"> ✓ Final Paper Due 	<p>** Final Research Paper Due (CACREP standards 5D.2.g,h,i,j)</p>