

GCN616.OA: Chemical Addictions

Spring 2020

Mondays, 7:00 PM EST Online

COURSE INSTRUCTOR: Marti J. Glass, Ph.D LPC-S (SC)

CONTACT INFORMATION: Phone: 864-631-9533

Office: Online

Email: Marti.Glass@nyack.edu

APPOINTMENT INFORMATION: MTWT 4:00 to 5:30 PM EST. by Google Meet:
meet.google.com/sxc-uecn-gyv

I am always open to setting up a phone call if needed and other hours are available if requested in advance.

REQUIRED TEXTS:

Doweiko, H. E. (2015). *Concepts of Chemical Dependency*. (10th ed.). Cengage Learning.
ISBN: 9781337563451

Watch or read: *When Love is not Enough: The Lois Wilson Story*

Watch for free: <http://show.starmovies.site/movie/71184/when-love-is-not-enough-the-lois-wilson-story.html>

or purchase and watch the DVD

or read: A pdf copy of the story is in the resources folder in edvance360 (e360)

Resources

American Psychological Association (APA). (2010). *Publication manual of the American psychological association* (6th ed.). American Psychological Association: Wash DC.

CATALOG COURSE DESCRIPTION

This course is an in-depth study of the major theories, concepts, issues and data in the diagnosis and treatment of chemical addictions. Will explore evidence-based treatment approaches. (3 credits)

STUDENT LEARNING GOALS:

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. Students will learn the theories and etiology of addictions and addictive	Research Paper. Class discussion; didactic teaching; application of	1/1.3, 1.4	

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behaviors (2016 CACREP Standards F.3.c.)	spiritual practices		
2. Students will understand the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (ICD) (CMHC Standard 2.d)	Case studies, final case study, final paper AA/NA meeting and interview	1/1.1; 4	
3. Students will learn about and understand the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Discussions, final paper AA/NA meeting and interview	3	

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

ASSESSMENT RESULTS

The College of Graduate and Professional Studies - Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

ASSIGNMENT DESCRIPTIONS: overall grade for the course is determined by the following criteria:

1. Participation and Attendance:

Major methods of learning in this class are discussion, group exercises, and practicing assessment and diagnostic skills, with five (5) two-hour synchronous meetings on Mondays (7:00 – 9:00 p.m. EST) starting **Monday, 1/27/20 through Monday, 3/30/20**. Before Monday's meeting, video lectures, PowerPoints, assignments, and/or chapter reading must be reviewed and completed. The time together will be used for discussion, presentations, small group exercises, etc. Therefore,

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everyone's attendance and participation are necessary. One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerable lower grade and a third absence will constitute excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone, at all times, by the first synchronous session you will need to drop this course.

In the beginning of the semester, students will be assigned to permanent teams so that they can work on the required class assignments. For team accountability, students will be required to complete a peer evaluation form for the professor at the end of the semester. Each student will complete the template located in e360 Resources, then submit the form via e360's Dropbox by week 10. This feedback will be factored into each student's "synchronous class attendance/Punctuality/Participation" grade.

2. Discussion Questions 5 (2 points each)

Discussion board questions are posted under the banner "Discussion Board" within the lessons tab. You are responsible for submitting 7 required discussion board posts during the semester. This does not include the video introductions. You are also required to reply to at least 2 discussion board posts made by your classmates during the week. For example, during a given week you create a post that will answer a question that is posed for that week's discussion forum. You will then read and respond to posts made by a classmate and then do the same thing for another classmate. Please note that you will not be able to see posts made by your classmates until you have first responded to the question posed for that week's discussion. This will ensure that each student will think critically about the question at hand and provide a unique point of view for their comment/post.

Guidelines for each post and reply: Your original response/comment should consist of 200-250 words. Each reply to your classmate should consist of 150-200 words. Your response to the discussion question and your replies to classmates should be both thoughtful and substantive.

Note that your replies cannot simply say "I like that", "I agree", "that's interesting" and other similar remarks. Instead you must give a rationale for such statements, or provide other substantive responses that contribute to the dialogue between you and your classmate. Your original response to the question should be posted by Monday, 6:00 pm (EST). You will then be required to reply to the posts of at least 1 of your classmates. That response must be posted to the discussion board by Friday, 11 pm (EST). Your writing should be accurate and precise, free of grammatical errors. All citations/references made should conform to APA 6th edition format. Keep in mind that the purpose of the discussion board is to cultivate critical thinking skills and the practice of scholarly writing and engagement with your peers. Two (2) of the seven (7) original posts should be video posts where the student is required to reply to the discussion question by using the video tool available in e360. The video response should be at least 2 minutes long. Replies made to your peers' video posts should be written.

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3. Special Population Paper (10% of final grade)

This paper will address the special challenge of treatment of substance abuse in one of the specific populations presented in the Doweiko text. You will research and write a 3-5 page paper (not including cover page and references pages), APA style exploring treatment of one of the below listed groups: Women, African-American, Native-Americans, Veterans (or Military), Children/Adolescence, LGBT, Elderly, Homeless, or any other group with professors prior approval.

For this paper you will need to address:

The prevalence and treatment implications for your group

Why this group presents a special challenge

What is currently available for your selected group in regards to treatment and prevention?

4 Addiction Analysis Paper (25%)

Watch the movie or read the book *When Love is Not Enough: The Lois Wilson Story*.

Write an 8-10 page, APA 6th edition paper. (Use 3rd person unless otherwise indicated).

Summarize and analyze *When Love is Not Enough: The Lois Wilson Story*. You will utilize the 4-MAT REVIEW System. The standard grading rubric will be applied.

Details concerning the requirements for the paper can be found in the resources folder in the document "Instructions - Addictions Analysis Paper"

5 Presentation (10% of final grade)

Students will be assigned to groups by week 2 of the semester and a specific topic will be assigned to the group. Each group will prepare a presentation based on the assigned topic using a PowerPoint presentation with a minimum of 25 slides and at least 5 scholarly resources (not including the required text book). You may use the text book but it will not count towards the 5 required resources. The standard grading rubric will be applied.

Details concerning the requirements for the paper can be found in the resources folder in the document "Instructions - Class Presentation"

Presentation slides are due in dropbox **prior to 6:00 pm on the day of the synchronous class meeting**. The group will then present and facilitate class discussion/questions based on the assigned topic during a synchronous class meeting.

6. Online Quizzes (25% of final grade)

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Online quizzes will come from the required reading. There will be 7 quizzes in total and the lowest grade will be dropped. If a student misses the window to take a quiz, there will be NO time extensions or make-ups. Instead, the missed quiz will be the lowest grade dropped. Students will have 50 minutes to complete each exam.

Password = Addiction

The quiz will be available one week in advance on Friday and closed on the following Thursday by 11:00 p.m. (EST). The quiz is open book. Once you begin the quiz, you will have 50 minutes to complete it. If a student misses the window to take a quiz, there will be NO time extensions or make-ups. Technical problems will not be accepted as an excuse for missing the quiz.

Please use the Fire Fox web browser when taking your quiz to prevent you from being erroneously timed out of the quiz.

7. Online Classrooms: The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on page 1 of this syllabus) to quickly move the online classroom to an audio-only conference call as needed.

GRADING COMPOSITION AND SCALE:

- Class Participation5%
- Online Discussion Question (5 x 2 points) 10%
- Online Quizzes (9 x 3 points) 25%
- Special Population paper 20%
- Class Presentation..... 20%
- 12 Step reflection paper 20%

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

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As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

Incomplete (requires a written request from the student that is approved by the professor and the dean, and is submitted to the registrar's office no later than 7 days prior to the last day of class). To request an extension, students must use the Extension/Incomplete Grade Request form found at: http://www.nyack.edu/files/GRAD_EXTENSION_REQUEST.pdf **A student may withdraw from a course or courses until 75% of seat time has been completed. A grade of "WD" will be entered into the student's permanent record.**

COURSE WORK will be available in e360 at least one week (Monday) before the synchronous meeting for you to review and complete assignments.

NOTE: Five (5) *synchronous meeting are scheduled throughout the semester. Please review the course outline and calendar for actual dates from 7:00 pm to 9:00 pm (EST).

CARNEGIE UNIT ACCOUNTABILITY - This course must be and is accountable to a professional academic standard (US Dept. of Education). This impacts types and amounts of reading, "seat time" (instructional time), and outside work assignments (90 hours for a 3 credit course) are mandated so as to assure that students receive a fair education. Here are the estimated homework hours for this course, by category:

	Homework Hours
I. Required Reading	25
II. Studying for exams/quizzes	25
III. Research for Writing Assignments	20
IV. Writing Assignments (DB, Disorder paper, Cases and Final Case, Journal Reviews)	30
Other Assignments (Group Presentation, Weekly Ppt.)	25
Total Homework Hours	125

COURSE OUTLINE AND CALENDAR

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WEEK 1	OVERVIEW
01/27 <i>Synchronous 1 7-9 pm (EST) Monday</i>	Introduction Science of Pharmacology
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Syllabus; Doweiko 1-3 Licensing for Substance Abuse Counselors ONLINE ASSIGN: Video introduction
WEEK 2	OVERVIEW
02/03	Alcohol use and abuse Barbiturates and Barbiturate-like Compounds
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 4-6 ONLINE ASSIGN: DQ1 Quiz 1
WEEK 3	OVERVIEW
02/10 <i>Synchronous 2 7-9 pm (EST) Monday 10/07</i>	Benzodiazepines and Similar Agents Central Nervous System Stimulants Cocaine
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 7 - 9 ONLINE ASSIGN: DQ 2 Quiz 2
WEEK 4	OVERVIEW
02/17	MARIJUANA OPIOIDS
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 10 - 11 ONLINE ASSIGN:

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	DQ 3 Quiz 3
WEEK 5	OVERVIEW
02/24	Hallucinogens Inhalants and Aerosols Steroids Analgesics
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 12-15
	ONLINE ASSIGN: Due: 12-Step Reflection Paper Group Presentation
WEEK 6	OVERVIEW
03/02 <i>Synchronous 3 7-9 pm (EST) Monday 10/21</i>	Tobacco and Nicotine Substance Use and Abuse by Children and Adolescents
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 16, 20
	ONLINE ASSIGN: DQ 4 Quiz 4
WEEK 7	OVERVIEW
03/09	Hidden Faces of Substance Use D/O's Codependency and Enabling Addiction and the Family Dual-Diagnosis
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 19, 22-24
	ONLINE ASSIGN: Quiz 5 DQ 5 Special population Paper DUE
WEEK 8	OVERVIEW
	Biopsychosocial Model of Addictions Substance Use D/O as a Disease Assessment

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03/16 Synchronous 4 7-9 pm (EST) Monday 11/05	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 25-27 ONLINE ASSIGN: DQ 6 Quiz 6 Group Presentation
WEEK 9	OVERVIEW
03/23	Intervention Treatment Settings Treatment Process
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 28-31 ONLINE ASSIGN:
WEEK 10	OVERVIEW
03/30 Synchronous 5 7-9 pm (EST) Monday 11/26	Pharmacological Interventions Relapse Support Groups WRAP-UP
	ACTIVITIES, ASSIGNMENTS AND/OR EXAMS
	READ: Doweiko 32-34 ONLINE ASSIGN: Quiz 7 (week 9 & 10 reading) Group Presentation Peer Evaluation Form Due

COURSE POLICIES:

1. Attendance: One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerable lower grade and a third absence will constitute excessive absences and a non-passing grade. If you leave class early, arrive late, miss class, etc. and miss more than 1 hour of synchronous time your grade will be reduced from an A to an A-, from an A- to a B+, from a B+ to a B, etc. for each additional 1 hour of synchronous time you miss.
2. Late assignments Papers that are turned in late will be marked down by ½ a letter grade for each day it is late, e.g. B to a B-.

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3. Style Guide for written work: All papers are to be written in the APA format (6th Edition). All written assignments will be completed using the APA style (6th edition) and guidelines for notation guide. Templates will be on e360 for each written assignment.
4. Academic Integrity and Plagiarism: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook. Note that all submitted papers will be run through the Turnitin computer tool which is a leading academic plagiarism detector. This tool provides the professor with a detailed report precisely identifying the phrases / sentences from a student's paper that are taken word-for-word from other sources. **Please be careful: If you do not cite the sources from which you take blocks of wording (using the APA guidelines), then you are plagiarizing, and you will be subjected to the college's penalties described in the college catalog and student handbook.**
5. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of class.
6. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment.
7. Writing Center: All Nyack students are expected to produce intellectually-based, Master's level writing assignments. Assignments will be methodically graded and grammar will be graded as well. If you are losing points on grammar and poor writing skills, you will be **strongly recommended** to seek assistance with pre-writing, drafting, revising, and editing written assignments in encouraging you to use the resources available through the Writing Center. **Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.**
8. Communication with Instructor: Nyack College email (@nyack.edu) will be the primary mode of communication with students, unless specified otherwise. When students send an email to the professor, they should expect a response within 3 business days. For more urgent matters, please call the professor at the number specified on the first page of this syllabus. Online tests are automatically graded by the system, and the grades will be available in Gradebook either immediately or after every student has taken the test. Papers will be graded in Dropbox using a rubric, and grades should be available within 2 weeks of that assignment's due date.

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9. **Confidentiality:** This course will help you learn about yourself. There may be times when you may share information about yourself and give and receive feedback to/from others in the class. In order to maximize this aspect of your training, strict confidentiality among your classmates must be respected at all times. With respect to any and all class discussions, **“What is said here, stays here!”**
10. **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on page 1 of this syllabus) to quickly move the online classroom to an audio-only conference call as needed.

SELECTED BIBLIOGRAPHY AND WEB RESOURCES:

Suggested Texts

Alcoholics Anonymous: Big book (2013) (4th Ed.) New York, NY:Alcoholics Anonymous World Services Inc.

Baker, J. (2013). *Your First Step to Celebrate Recovery: How God can Heal Your Life*. Zondervan

Beattie, Melody (1986, 1992) *Codependent No More: How to Stop Controlling Others and Start Caring for Yourself*. Center City, MN: Hazelden.

Brooks, F. & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. American Counseling Association

Connors, G. J., DiClemente, C. C., Velasquez, M. M. & Donovan, D. M. (2015). *Substance Abuse Treatment and the Stages of Change Second Edition: Selecting and Planning Interventions*. New York, NY: Guilford Press.

Hart, C. & Ksir, C. (2014). *Drugs, Society and Human Behavior*. (16th Ed.). McGraw Hill Education

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Kuhar, M. (2012). *The Addicted Brain: Why we Abuse Drugs, Alcohol and Nicotine*. Pearson

May, G. (2007). *Addiction and Grace: Love and Spirituality in the Healing of Addiction*.
HarperOne.

Mee-Lee, David, MD (2013). *The ASAM Criteria: Treatment Criteria for Addictive, Substance
Related and Co-Occurring Conditions*. (Third Edition). Chevy Chase, MD: The
American Society of Addiction Medicine.

Miller, W. R. & Rollnick, S. (2012). *Motivational Interviewing, Third edition: Helping People
Change (Applications of Motivational Interviewing)*. The Guilford Press

Woititz, Janet G (1983). *Adult Children of Alcoholics*. Deerfield Beach, FL: Health
Communications Inc.

Websites of Interest:

American Psychological Association (APA)	http://www.apa.org/
Substance Abuse and Mental Health Administration	https://www.samhsa.gov/
The 12 Steps	http://www.12step.org/
Alcoholics Anonymous	www.aa.org
Narcotics Anonymous	www.na.org
Al-Anon Family Groups	www.al-anon.org
Nar-Anon Family Groups	www.nar-anon.org
Smart Recovery	www.smartrecovery.org

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Celebrate Recovery www.celebraterecovery.com.

National Institute on Drug Abuse www.drugabuse.gov/

American Society of Addiction Medicine www.asam.org/

National Institute of Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>