

# NATIONAL UNIVERSITY

## COURSE SYLLABUS

**COURSE NUMBER:** CHD 640

**COURSE TITLE:** Treatment of Addiction

**PROFESSOR:** Edward Piece, M.S.W., L.C.S.W.  
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**TEXT:** Lewis, J., Dana, R., & Blevins, G. (2011). *Substance abuse counseling-Fourth Edition*. Belmont, CA: Wadsworth.

**ADDITIONAL READINGS:** Morrison, J. (1995). Substance related disorders. In J. Morrison. *DSM-IV made easy* (pp. 62 – 133). New York: The Guilford Press

[\(CSAT\). \*Enhancing motivation for change in substance abuse treatment\*](#). Treatment Improvement Protocol (TIP) Series, Number 35. DHHS Publication No. (SMA) 03-3811. Washington DC: U.S. Government Printing Office, 1999.

**CATALOG DESCRIPTION:** A comprehensive study of addictions including: theories of etiology; assessment and diagnosis; medical and legal aspects; and treatment approaches. Also covers education and prevention strategies and HIV/AIDS issues for chemically dependent clients and their families.

**COURSE CONTENT AREAS:**

1. Categories of substance use disorders based on DSM-IV-TR.
2. Diagnosis, assessment, and referral for chemically dependent clients.
3. Etiology and treatment of chemical dependency.
4. Treatment approaches and interventions including psychological, medical, and social models.
5. Pharmacology of all major classes of psychoactive drugs.
6. HIV/AIDS issues related to chemical dependency.

**ABILITIES:** Abilities are tasks that therapists should be able to perform. In order to do so, therapists have to draw on relevant knowledge and skills. In this syllabus, abilities are listed as broad categories of performance that also function as class goals and that are further broken down into the sub-categories of knowledge and skills. The knowledge and skills sections are more specific in stating criteria for evaluation of these components.

Abilities to be demonstrated in class role-plays, exercises or written assignments.

Related to diagnosis, evaluation, and outcomes assessment:

1. Assess specific clients for substance abuse or dependence based on the DSM-IV-TR categories.
2. Differentiate between social, problematic, and addictive use of specific substances.

Related to psychotherapeutic interventions:

1. Conduct a diagnostic interview with adults and adolescents.
2. Formulate and communicate substance abuse or substance dependence treatment recommendations and treatment plans.
3. Sensitively discuss HIV/AIDS related therapeutic issues with clients.

Related to psychotherapeutic relationship and context:

1. Create a safe environment for the client to explore substance abuse issues.

Knowledge to be demonstrated using objective formats.

Related to diagnosis, evaluation, and outcomes assessment:

1. Demonstrate knowledge of substance use disorders based on DSM-IV-TR categories.
2. Be able to read and accurately assess clinical vignettes for diagnosis of substance abuse or dependence using DSM-IV-TR criteria.
3. Demonstrate ability to read and accurately assess clinical vignettes for chemically dependent family systems structure using family systems theory.
4. Know and understand the various theories related to the etiology of substance abuse and dependence.
5. Articulate understanding of the major classes of psychoactive drugs, routes of administration, and medical consequences of use.
6. Articulate understanding of the relationship between chemical dependency and HIV/AIDS transmission and treatment considerations.
7. Articulate understanding of the complex interaction between

substance abuse and dependence and other DSM-IV-TR diagnostic categories.

Related to psychotherapeutic interventions:

1. Demonstrate ability to formulate a written treatment plan based on assessment of a clinical case study vignette for both adults and adolescents with substance abuse or dependence.
2. Demonstrate ability to formulate a written treatment plan based on assessment of a clinical case study vignette for a family system which has one or more members with substance abuse or dependence.
3. Demonstrate knowledge of various approaches to the treatment of adults and adolescents with substance abuse or dependence.

Related to psychotherapeutic relationship and context:

1. Demonstrate ability to assess the ethical issues involved in clinical case study vignettes.

Skills to be practiced in class.

Related to diagnosis, evaluation, and outcomes assessment:

1. Demonstrate clinical interview techniques for assessing substance abuse and dependence in role-play sessions.
2. Demonstrate clinical interview techniques for assessing the family system structure in role-play sessions.

Related to psychotherapeutic interventions:

1. Formulate and communicate treatment recommendations for adults and adolescents with substance abuse or dependence in both oral and written form.
2. Formulate and communicate treatment recommendations for members of family systems with one or more members with substance abuse and dependence in both oral and written form.
3. Role-play discussion of treatment recommendations with client(s).

Related to psychotherapeutic relationship and context:

1. Create a safe environment to discuss issues related to substance abuse and dependence in role-play sessions.

**REQUIREMENTS:** Students are expected to attend all class sessions. An absence is assessed each time a student is not in attendance during a regularly scheduled class period, whether or not it is an excused absence. An instructor may withdraw a student from class prior to the sixth session in graduate courses if there are more than two unexcused absences. Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade. There will be point deductions for not being here and for handing written work in late. Cell phones may not be used during class. Students should shut off or switch phones and pagers to silent mode.

**GRADING:** Grading will be in compliance with the National University grading system as outlined in your catalog. The plus and minus system will be utilized in compliance with the National University General Catalog. There are 100 points to be earned in the course.

Letter Grade	Points	Letter Grade	Points
A	95 to 100	C	73 to 75
A-	90 to 94	C-	70 to 72
B+	86 to 89	D+	66 to 69
B	83 to 85	D	63 to 65
B-	80 to 82	D-	60 to 62
C+	76 to 79	F	Below 60

Definition of Grades (Graduate Level):

- A: Outstanding Achievement: Significantly exceeds standards
- B: Commendable Achievement: Exceeds standards
- C: Marginal Achievement: Does not meet standards
- D: Unsatisfactory Achievement: Below standards
- F: Failing
- I: Incomplete: A grade given when a student has completed at least 2/3 of the course class sessions and is unable to complete the course requirements due to uncontrollable and unforeseen circumstances. The student must convey (preferably in writing) these circumstances to the instructor prior to the final day of the course. If the instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the Incomplete is removed or the time limit for removal has passed.

**ASSIGNMENTS:** Assignments for this course and the due dates appear below. Assignments submitted after the due date will be reduced in point score. No assignments will be accepted after the last class.

Assignment	Due Date	Points
Quiz 1, 2 & 3	January 17, 24 & 31	15
Case Study	February 2, 2012	30
Final Exam	February 4, 2012	45
Participation & attendance		10
	<b>TOTAL</b>	<b>100</b>

## EXPLANATION OF ASSIGNMENTS / GRADING

**Quiz 1, 2 & 3** These brief quizzes will cover material discussed in class or assigned. They will rely strongly on the readings assigned. They will not include information any video shown in class. All quizzes will be multiple choice.

**Case Study** Students will write a case study of a chemically dependent client including diagnosis, history of chemical use, current use and symptoms, and current lifestyle information. Discuss at length your treatment approach and recommendations, including your rationale for both. Please use the vignette from my web site, and the paper format below.

## STRUCTURE FOR CASE STUDY

Demographic information: Name, age, ethnic background, marital status, names and ages of children, parents' ages and whether alive or deceased.

DSM-IV-TR diagnosis: Axis I-V

1. List Axes in this format:  
Axis I:  
Axis II:  
Axis III:  
Axis IV:  
Axis V:
2. Include rationale for each element of the diagnosis

History of chemical use: detailed description from first use to current day for all substances used, past or present.

Current use and symptoms: include time spent obtaining substance, route of administration, presence of withdrawal symptoms, and level of current use.

Current lifestyle information: Describe current living situation, members of household, employment status, and any other pertinent information.

Treatment approach, goals and rationale: discuss in depth your treatment recommendations for this client, including level of treatment, theoretical orientation, use of 12-step programs or other support group, medical or social model, and treatment for any other disorders. Provide both short and long-term goals, with measureable objectives.

Also provide treatment recommendations and rationale for family members including level of treatment, theoretical orientation, use of 12-step programs or other support groups, medical and social model, and treatment for any other disorders.

**Final Exam**                      This will cover all material in this course.

**Participation**                      Students are expected to a) attend each class having read assigned material and prepared out of class assignments, as required; 2) be prepared to actively and respectfully participate in class discussions and exercises.

The format of this class lends to greater emphasis on student commentary and questions, as well as class exercises. Participation or lack thereof, will likely influence your understanding of the material. Points will be deducted for lack of attendance, not being present or late arrival/early departure.

## Class Schedule and Readings

Class Date	Material Covered	Readings
1/10/2012	Introduction, Overview, Course Requirements <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Course Requirements</li> <li>• The History of Drug Abuse</li> <li>• The 12 Steps</li> </ul>	Chapters 1 (Lewis, Dana & Blevins)
1/12/2012	<ul style="list-style-type: none"> <li>• Drugs and their effects</li> <li>• Program Planning</li> <li>• Evaluation</li> </ul>	Chapter 2 & 9 (Lewis, Dana & Blevins)
1/17/2012	<ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Diagnosis of Substance abuse</li> <li>• Substance abuse related disorders</li> </ul>	Chapter 3 (Morrison)
1/19/2012	<ul style="list-style-type: none"> <li>• Etiology of substance abuse</li> <li>• Prevention &amp; Early Intervention</li> <li>• Harm Reduction</li> </ul>	CSAT Tip 35 Chapter 1-3
1/24/2012	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Motivational Interviewing</li> <li>• Family Therapy in Addiction</li> </ul>	CSAT Tip 35 Chap 4-8
1/26/2012	<ul style="list-style-type: none"> <li>• Intervention</li> <li>• Linking to 12 step groups</li> <li>• Dual Diagnosis</li> </ul>	Chapter 5 (Lewis, Dana & Blevins)
1/31/2012	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Assessment               <ul style="list-style-type: none"> <li>• Screening tests</li> </ul> </li> <li>• Group Therapy for Addiction</li> <li>• Gambling and Compulsive Over-eating</li> </ul>	Chapters 4 & 6 (Lewis, Dana & Blevins)
2/2/2012	<ul style="list-style-type: none"> <li>• Relapse Prevention</li> <li>• Review</li> </ul>	Chapters 7 & 8 (Lewis, Dana & Blevins)
2/4/2012	Final Exam	

**Bibliography:** See [http://www.edwardpierce.net/CHD640\\_bibliography.html](http://www.edwardpierce.net/CHD640_bibliography.html)

**Links:** Links can be found at [http://www.edwardpierce.net/CD640\\_links.html](http://www.edwardpierce.net/CD640_links.html)