

Southern Methodist University
Treatment Management – HDCN 6353
May Term 2013

Instructor: Dr. Kevin Gilliland
May Term, 2013; Tuesday, 6:00 – 10:15 pm

Office Hours: 30 minutes before class or by appointment

Email: kcgilliland@smu.edu

This course prepares the counseling student to take the state licensing exam as an alcohol and drug abuse counselor. Substance abuse assessment, case management, documentation, legal concerns, practice management, and treatment options will be addressed.

Required Text:

DiClemente, C.C. *Addiction and Change: How Addictions Develop and Addicted People Change*. Guilford. 2003.

Washton, Zweben. *Treating Alcohol and Drug Problems in Psychotherapy Practice: Doing What Works*. Guilford. 2006.

Miller, R.M. *Motivational Interviewing: Helping People Change. 3rd Edition*. Guilford. 2012.

Alcoholics Anonymous. *Big Book*.

Course Requirements:

Class participation: 10% of grade

- A) Classroom contribution of a quality that reflects knowledge of readings, texts, reference material, and occasionally, written assignments.
- B) Attendance: more than one absence will affect the final grade.

12 Step Meeting Reaction Paper: 20%

Attend three open 12-step meetings (Alcoholics Anonymous, Narcotics Anonymous, or Al-Anon) and write a reaction paper about your experiences. Specifically, your pre and post meeting thoughts and feelings. The paper should be three to five pages in length, double-spaced. Note: meetings can be the same (i.e. 3 AA meetings) or three different meetings (i.e. AA, NA, SLA).

Mid-Term Exam: 30% of grade

Final Exam: 40% of grade

Remember that at SMU grades are recorded as shown in the following chart. In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

<u>Grade</u>	<u>Performance Description</u>	<u>Range</u>	<u>GPA</u>	<u>Points</u>
A	Exceptional	93-100	4.0	12.0
A-	High Pass	90-92	3.7	11.1
B+		87-89	3.3	9.9
B	Pass	83-86	3.0	9.0
B-		80-82	2.7	8.1
C+		77-79	2.3	6.9
C	Failure, any C or below	73-76	2.0	6.0
C-		70-72	1.7	5.1
D+		67-69	1.3	3.9
D		63-66	1.0	3.0
D-		60-62	0.7	2.1
F		59 \geq	0.0	0.0

Grade of Incomplete: A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a

total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Learning Objective	Measurable Outcome
Students will understand the assessment, screening, and intake process and make determinations about level of care needs.	Successful completion of mock screening of a sample client as part of a licensing-preparation manual.
Students will be able to properly perform an assessment and develop a treatment plan for a substance-abusing client.	Successful completion of a mock assessment of a sample client as part of a licensing-preparation manual.
Students will understand the special skills to assist individuals, families or groups in achieving objectives through counseling.	Successful response to test items relating to counseling clients with substance abuse problems.
Students will be able to conduct crisis intervention services that respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.	Successful response to test items relating to crisis intervention counseling clients for acute emotional and/or physical distress.
Students will be able to conduct client education which provides information to individuals and groups concerning alcohol and other drug abuse and the available services and resources	Successful response to test items relating to client education.
Student will understand case management and the activities that bring services, agencies, resources, or people together within a planned framework of action toward the achievement of established goals.	Successful completion of mock case management plan for a sample client as part of a licensing-preparation manual.
Students will be able to make appropriate referrals by identifying the needs of a client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.	Successful completion of mock documentation of communication and referrals for a sample client as part of a licensing-preparation manual.
Students will understand effective and legal report and record keeping of client's charts.	Successful response to test items relating record keeping.
Students will understand and be able to apply HIPAA confidentiality standards applicable to addictions treatment.	Successful response to test items relating to HIPAA confidentiality standards applicable to addictions treatment.

Course Outline:

	DiClemente	Miller	Washton	
04/09/2013	Ch. 1	Ch. 1-3	Ch. 1-3	<ul style="list-style-type: none"> • Review of Addictions • Theories of Addiction • Disease Model • Diagnosis
04/16/2013	Ch. 2-5	Ch. 4-7	Ch. 7	<ul style="list-style-type: none"> • Assessment, Screening, & Intake • Stages of Change • Motivational Interviewing
04/23/2013	Ch. 8	Ch. 8-11	Ch. 4-6	<ul style="list-style-type: none"> • Program Orientation • Counseling Modalities • Treatment Planning
04/30/2013	Ch. 6-7	Ch. 12-18		<ul style="list-style-type: none"> • Client Education <p style="text-align: center;">Mid-Term Exam</p>
05/07/2013		Ch. 19-22		<ul style="list-style-type: none"> • Case Study • Treatment Planning
05/14/2013			Ch. 12-13	<ul style="list-style-type: none"> • Treatment-Related Issues • Report and Recordkeeping • 12-Step Paper Due
05/21/2013	Ch. 12		Ch. 8-9	<ul style="list-style-type: none"> • Case Management/Consultation with colleagues • Referrals and Transitions to other level of care • Interventions
05/28/2013			Ch. 1-7	<ul style="list-style-type: none"> • Twelve-step Recovery • The Impact of Addictions on the Family
06/04/2013	Ch. 10	Ch. 23-26	Ch. 10-11	<ul style="list-style-type: none"> • Continuing Care/Recovery Protection • Addiction Practitioner's Code of Ethics • HIPAA Confidentiality
06/11/2013				FINAL EXAM

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructors discretion:
 - Receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - Receive a failing grade for the course
 - Drop or withdraw from the course. (This option may have a financial and or financial aid impact. Student should refer to the Add/Drop policy and the Withdraw policy for the counseling program which can be found at <http://smu.edu.education/counseling/AcademicCalendar2012-13.asp> then consult with the Program Specialist if they believe this option is a possibility.)

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or

www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

This class will include frank discussions and videos of drug and alcohol use and other addictive behavior. *If you have a personal history with substance abuse or addictive behavior, please take care of yourself; excuse yourself from class if necessary.* All students are entitled to free counseling from the main campus counseling centers. Take advantage of this benefit rather than risk your sobriety and well-being.

Statement on Class Decorum: Turn off (or set on vibrate) all cell phones or pagers. If you must take or make a call during class time, please leave the room before speaking. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to arrive late or leave early, discuss this matter with the instructor. If you must leave, do so quietly.

Statement on Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:
http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines: Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - o Copy the original material word-for-word (p. 117)
 - o If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
 - o Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)

- When paraphrasing:
 - o Restate concepts in *substantially different words* than the original material (p.349)
 - o Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - o In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
- The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Rubric for 12 Step Meeting Reaction Paper

	100-90	89-83	82 & Below
Awareness and Insight into individual’s and theory 40%	The appropriate objectivity to accurately and insightfully perceive an individual’s journey and connect that with a theoretical orientation.	Content is not covered in as much depth and breadth. Lacks the same level of objectivity and emotional distance to the subject matter.	Very limited insight and differentiation of individual cases with very little connection to larger theoretical issues.
Personalization 40%	Writer integrates examples from life in relation to content and experience.	Some attempt is made to utilize life examples and experiences.	Very limited examples of the writer’s life experiences in the content.
Clarity and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creativity and insight into an easy flowing document.	Writing is generally clear, but unnecessarily wordy. Meaning is difficult to follow and a few technical mistakes exist.	Subject is very difficult to follow and style is convoluted. Frequent technical errors exist.

Class Attendance and Participation Rubric

20 points possible					Points
	5	3	1	0	
Attendance / Promptness 5 points 25%	Student is always prompt and misses no classes	Student is late or absent to class once or leaves early and regularly attends classes.	Student is late or absent to class twice or leaves early and regularly attends classes.	Student is late or absent to class more than twice and/or has poor attendance of classes.	
Level Of Engagement In Class 5 points 25%	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening Skills & Behavior 5 points 25%	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others. Student almost never displays disruptive behavior during class.	Student listens when others talk, both in groups and in class. Student rarely displays disruptive behavior during class.	Student does not listen when others talk, both in groups and in class. Student occasionally displays disruptive behavior during class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak. Student almost always displays disruptive behavior during class.	
Preparation 5 points 25%	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
Total---->					