

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section: CNSL 5308 VC02 – Addictions Counseling**

**Term:** Summer 2020

**Instructor:** Jeremy J. Berry, PhD, LPC-S, NCC

**Office Phone Number and WBU Email Address:** 806-281-8400 - jeremy.berry@wayland.wbu.edu

**Office Hours, Building, and Location:** Online

**Class Meeting Time and Location:** Online

**Catalog Description**: Use and abuse of substances; sociocultural, historical, legal, and clinical issues related to drug use; theories and therapeutic approaches for treatment and prevention.

This course is designed to emphasize Chemical Dependency Counseling by providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. Coursework includes: Drug classification and effects; Chemical dependency assessment; and Theories and methods of chemical dependency counseling.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):** Chemical Dependency Counseling A practical Guide by Robert R. Perkinson, 5th edition, Sage 9781506307343

There is an automatic ebook available, as a reader, for this course. Just follow the link in blackboard!

**Optional Materials:** Additional resources will be provided via blackboard.

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

1. List and discuss the major concepts regarding substance abuse issues, assessment and treatment.
2. Classify and describe the major classes of drugs and their effects.
3. Identify and explain the models of addiction.
4. Define the various assessment and treatment approaches of substance abuse.

**Attendance Requirements: Virtual Campus**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

**Course Outline and Grading Structure:**

Weekly online discussion board assignments 10%

Abstinence experience 15%

Video review 10%

Self-Reflection Paper

Community Education Power Point

Personal Reflections

Total

**Evaluation of student performance**:

**Discussion Board Participation:**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. This averages out to be about 6-8 hrs per week of online activities, navigating and conducting research over the web. All initial posts have to be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

**Note:** Half of your credit come from your own responses to the discussion and the other half from your interactions with your peers. If you do not respond to peers each week (at least one with a substantive response) you will not receive full credit.

**Abstinence Experience:**

Think about an activity that you enjoy or engage in frequently and commit to discontinuing this activity for the entire semester. Write a 5 page paper reflecting your experience and what you learned from this exercise. Speak specifically about the thoughts and feelings you experienced along the way, and draw any comparisons you can to concepts from the text. This paper does not need to be in APA, but I expect coherent writing with proper graduate level writing.

**Video Review Assignment:**

Watch a video that is directly related to material presented in class (ie. Traffic, 28 Days, When a Man Loves a Woman, Clean and Sober, Basketball Diaries, Playing God, Girl Interrupted, Philadelphia, etc.). Thereafter, write a two- to three-page paper reflecting on the content of the video and what you learned from this movie as it relates to the impact of substance abuse on:

* Emotional growth
* Couple and Family Interaction
* Job Performance
* Social Relationships
* Finances
* Spirituality

**Power Point or Prezi Presentation**

Select a topic of interest from the list below. Put together a power point or Prezi presentation that will help educate a community group or non-profit organization or high school students on the selected topic. Ensure that there are at least 15 slides in the power point. Remember to give credit to sources used.

(Note: You are not required to present the ppt to any group unless you want to do so)

Topic List: (addictions include: substance, foods, sex, shopping, etc)

* Building blocks to healthy addictions recovery
* Raising socially responsible teens
* Empowering versus enabling
* ABCs to effectively handle self-regulation of emotions
* Relapse prevention strategies
* Effective ways to handle pressure to substance use during adolescent years
* Self-care in recovery
* Family and recovery
* Healthy spiritual practices in recovery
* Creating a healthy substance-free workplace
* ETC………………

**Self-Reflection Paper**

Students will write a self-reflection paper. The length of the paper may range from 3-5 pages. These papers should focus on your position on the issue and you can support your position with citation sources. Topics for self-reflection:

* Bill of rights of children and teens
* Portraits of healthy family dynamics
* Building blocks to a balanced life
* Strategies for healthy coping
* Empowering versus enabling

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

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| --- | --- | --- |
| **Week** | **Topics**  | **Assignments Due** |
| **1**  | Ch 1 & 2 |  |
| **2**  | Ch 3 & 4 |  |
| **3**  | Ch 5 & 6 |  |
| **4**  | Ch. 7 |  |
| **5**  | Ch 8 |  |
| **6**  | Ch 9 & Ch 10 | Video Review Assignment |
| 7  | Ch. 11 | Community Education Power Point |
| **8**  | Ch 12Ch 13 |  |
| **9**  | Ch. 14 | Self-Reflection Paper  |
| **10**  | Ch 15  | Abstinence Assignment |
| **11**  | Ch 16 | Personal Reflection |

**Additional Information: <<**Optional**>>**

<http://catalog.wbu.edu>