

OGLALA LAKOTA COLLEGE
Department of Social Work
Syllabus, CD 233, Foundations of Individual Counseling
Spring, 2009

Course Number and Title: CD 233 – Foundations of Individual Counseling

Credit Hours: 3

Course Location and Time

Instructor and Contact Information: Devona Lone Wolf dlonew@olc.edu, dlwolf@gwtc.net 685-1347 or 441-8111

Office Hours: Before and after class or by appointment; students are encouraged to contact the instructor with any unforeseen problems, or any issues that may interfere with the successful completion of this course.

Course Description: This course is designed to cover the skills, concepts, and issues of chemical dependency counseling of individuals. The content provides students with knowledge of the counseling relationship, factors involved in chemical dependency, understand diagnosis, assessment and treatment plans. In addition to examining traits of an effective counselor, the student will work to develop and practice using a theory of counseling.

Prerequisites

CD 103

Required Texts

Lawson, GW, Lawson AW, & Rivers, C, (2003) *Essentials of Chemical Dependency Counseling*. 3rd ed. Austin, TX : Pro-Ed Publications,

Applicable Policies: Policies apply as per Student Handbook 2008-2009, including those covering tardiness, absenteeism, grievances, and more. Students are encouraged to refer to their copy of the Student Handbook for reference.

Guidelines and Expectations for student behavior

1. Students are expected to attend each class for the full class period (3 academic hours per week).
2. If you are going to miss class, please call or e-mail me and let me know you won't be in class. Attendance expectations are the same as a job. Please don't just not show up.
3. Complete all assigned readings before class. Your educational experience will be much better if you complete the reading. I can't emphasize this enough...
4. Writing assignments must be turned in on time. Participate in all in-class activities.
5. Show initiative and be pro-active and responsible for your own learning.

Intended Learning Outcomes

At the conclusion of this course, students will be able to

1. Understand the legal and ethical issues in chemical dependency counseling
2. Understand and apply the chemical dependency counseling process including; reflective listening and interviewing techniques, and personal boundaries in the counseling process
3. Understand the role of theory in chemical dependency counseling and demonstrate how to use theory to work with individuals with chemical dependency issues
4. Characterize clients and assess their needs using standard protocols
5. Understand the role of diversity in chemical dependency counseling
6. Understand the role of aftercare and relapse prevention
7. Understand and role play working with involuntary clients
8. Understand harm reduction and its application to chemical dependency counseling
9. Understand the issues involved in working with a chemical dependency agency

Assessment Methods

For each week's topic, students should be able to demonstrate knowledge relating to the learning outcomes for the course either in writing or orally.

An "A" grade at the undergraduate level means that a student is doing **outstanding** or **excellent** work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an "A" grade a student must go above and beyond the basic expectations for the course.

A "B" grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material.

A "C" grade at the undergraduate level means that a student is doing at least **satisfactory** work, and meets the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A "D" or "F" at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Grading:

Attendance and Participation.....10pts per class x 15.....	150pts
Homework.....12 chapters x 15pt each.....	180pts
Mid-Term.....	100pts
Final.....	100pts
Reflection Papers..... 10 x 10pts.....	100pts
3 to 5 page Research Paper.....	<u>100pts</u>
Total points	730pts

654-730=A	HOMEWORK: Answer the discussion questions at the end of each chapter Use complete sentences and be prepared to share your answers in class as part of the discussion.
581-653=B	
508-580=C	
442-507=D	

Submission of Work

Students are expected to turn in the papers when due. If a paper is late, 10% of possible points are deducted from the final grade earned on the assignment.

All late papers must be completed and submitted to me by the 14th class. Work submitted after this date will not be accepted.

Incomplete Grades. Incomplete grades (I) may be granted only under extraordinary circumstances.

Disputed Grades. Students may dispute a grade by following the policy as set out in the Student Handbook.

Basic Paper Grading Criteria

All papers will be graded on a number of dimensions.

The first is sentence construction. (10%) A paper with no sentence construction problems will earn full points.

The second is paragraph construction. (10%) Every paragraph should have a topic sentence that the rest of the paragraph supports, defends, argues for or elaborates on. Each paragraph should develop no more than one main topic/idea.

The third dimension is overall organization. (10%) Does the paper follow the paper use APA format, in headings, citations, and references? Does it follow the suggested format below? A major point to remember as you write is that you cannot assume the reader knows anything about what you write. Pretend you are writing to someone who knows nothing about prevention, social work, macro practice, or social science. This means that in each paper you should use headings, and explain what you are going to do in the section following the heading. You cannot be too simple, too clear, or too concise!

The fourth dimension is content. (60%) How well do you demonstrate in each of these papers that you understand the material you are writing about?

The fifth dimension is turning the paper in on time. (10%) You will earn total points for the paper for turning in the paper by midnight of the day it is due. Please submit your papers as an attachment by e-mail.

Paper Format

1. In an introductory paragraph tell the reader (summarize) the major points you're going to talk about in the body of the paper. If in the body of the paper you make five major points, you should list them here. The last thing you say in the introduction is that you are going to summarize what you've said in the conclusion.
2. In the body of the paper do what you said you were going to do in your introduction.
3. In a conclusion, summarize what you said in the body of the paper. This should be very close to what you said in the introduction.

This format should be used for weekly reflections as well. Even if what you talk about in the body of the reflection is based on your personal opinion or emotions you experienced during a class discussion or reading something (which you will quote), you should use this format.

Homework Expectations: All homework has to be turned in on time. Student will be docked points for late assignments. Homework: Answering the discussion questions at the end of each chapter. These are to be written out in complete sentences and turned in. Completion of these questions are critical to classroom discussion.

WEEK BY WEEK CALENDAR FOR TOPICAL CONTENT

Week 1

Readings: Read Chapter 1 “Becoming a Chemical Dependency Counselor” (22 pages)
Homework: Answer the discussion questions on page 22.

Class Activities: Students will interview another student and introduce them to the class. Review of the syllabus and the text book. Review of study skills and time management

Learning Objectives: Understand the objectives of the course and work required

Week 2

Readings: Read Chapter 2 “Legal and Ethical Issues in Chemical Dependency Counseling” (38 pages) Chose 6 of the vignettes on pages 63-65 and use ethical decision-making strategies, the NAADAC code of ethics, and laws governing counseling to make the best decision. These will be turned in and presented to the class.

Class Activities: Review and discussion over chapter 1. Students will present their answers to the discussion questions.

Learning Objectives: Know the characteristics of an effective counselor
Understand the dilemmas concerning values and conflicting values
Understand issues that Chemical Dependency Counselors face
Understand what burnout is how to prevent it

Week 3

Readings: Read Chapter 3 “The Counseling Process’ Homework: Answer the Discussion Questions.

Class Activities: Review and discussion over chapter 2. Students will be in groups of 2 and discuss their answers to the Vignettes they choose and present to the class.

Learning Objectives: Understand the ethical considerations in chemical dependency counseling
Learn the process for ethical decision making
Understand the laws governing the practice of chemical dependency counseling
Understand duty to warn, confidentiality in treating clients with aids, child abuse reporting, danger to self-suicide threats, and other issues.
Understand counselor certification

Week 4

Readings: Read Chapter 4 “Characterizing Clients and Assessing Their Needs” Homework: choose a classmate or a friend and interview them using the ‘Continuous Data Questionnaire’ and role play and answer the Drinker Inventory of Consequences (DrInC-2R) and (DrInC-2L) Pages 162 to 168 then fill out the Drinker Inventory of Consequences Scoring Sheet on page 169-173.

Class Activities: Review and discussion over chapter 3. Students will present their answers to the discussion questions. Some Students will role play a client and other student will interview them using the counseling skills reviewed.

Learning Objectives: Understand the transdisciplinary foundations of understanding addiction, treatment knowledge, application to practice, and professional readiness.
 Understand the clinical evaluation skill of screening and assessment, treatment planning, and referral.
 Understand the case management skills of treatment plan implementation, consulting, and continuing assessment and treatment planning
 Understand the core elements of individual counseling: empathy, genuineness or congruence, attentiveness, respect, immediacy, concreteness, and warmth.
 Understand the counseling skills of reflecting, questioning, confrontation, self-disclosing, interpreting, and clarifying
 Seek and select a personal approach to counseling
 Understand clinical practices of documentation, supervision, and client and community education.

Week 5

Readings: Read Chapter 5 “Group Counseling in the Treatment of Chemical Dependency” Answer the discussion questions and be prepared to share in class

Class Activities: Review and discussion over chapter 4. Review the homework assignment.

Learning Objectives: Understand the rationale for a diagnosis
 Learn the options for diagnosing chemical dependency
 Understand all the areas that are included in diagnosis
 Understand how to match the patient diagnoses to appropriate treatment plans
 Understand different classification approaches
 Understand the DSM-IV approach to diagnosis

Week 6

Readings: Review chapters 1- 5. Prepare to participate in group and practice the skills as a group leader.

Class Activities: Review and discussion over chapter 5. Design a group for next week’s activity.

Learning Objectives: Understand the reasons for using group therapy
 Learn the advantages and limitations of groups
 Understand the different types of groups and the therapeutic nature of groups

Understand the goals and objectives of groups
 Understand the attributes of good group leaders
 Understand the issues in choosing group leaders
 Learn the stages of group process

Week 7

Readings: Read Chapter 6 “Family Counseling: Seeing the Family As The Client,” pages 215-243. Homework: Answer the Discussion Questions, Work on a 3 generation Genogram. Study for mid-term exam

Class Activities: Review of chapters 1-5. Practice setting up a group.

Learning Objectives: Refresh knowledge from chapters 1-5
 Understand how to set up a group
 Learn how to start the first session of a group
 Understand how the group process works.
 Learn how to close a group

Week 8

Readings: Finish Reading Chapter 6 pages 245-269. Finish your 3 generation Genogram.

Class Activities: **Mid-Term Exam:** Review and Discussion over first half of chapter 6.

Learning Objectives: Understand “System Theory”
 Understand key concepts of the family as the client
 Understand the family dynamics that foster or maintain addictive behaviors
 Learn the terminology as it applies to substance abuse in family.
 Understand family therapy theories
 Understand patterns of alcoholic and addict family systems

Week 9

Readings: Read Chapter 7. “Dealing with Diversity” and Handout on Communication. Complete the discussion questions

Class Activities: Review second half of Chapter 6. Presentation of Genograms

Learning Objectives: Understand “System Theory”
 Understand key concepts of the family as the client
 Understand the family dynamics that foster or maintain addictive behaviors
 Learn the terminology as it applies to substance abuse in family.
 Understand family therapy theories
 Understand patterns of alcoholic and addict family systems

Week 10

Readings: Read Chapter 8 “Aftercare and Relapse Prevention”. Answer the discussion questions

Class Activities: Review and discussion of chapter 7.

Learning Objectives: Understand the major types of diversity
 Understand how each type of diversity might impact chemically dependent patients
 Know the areas of diversity that may lead to high risk in individuals with chemical dependency problems
 Understand how knowledge of individual diversity issues can be useful to counselor in treatment planning

Week 11

Readings: Read Chapter 9 “Counseling Those Reluctant to Recover” and Chapter 10 “Harm Reduction: A New Concept of Care” Complete the discussion questions for both Chapters.

Class Activities: Review and discuss Chapter 8. Practice Counseling skills with each other.

Learning Objectives: Understand aftercare and relapse prevention.
 Learn how aftercare and relapse prevention programs are designed.
 Know the relapse prevention models of Marlatt and Gordon, and Gorski.
 Understand the basic principles and procedures of relapse prevention.
 Understand the factors that have an impact on relapse
 Understand the characteristics of relapsing and non-relapsing alcoholics
 Understand the role of self-efficacy in relapse prevention

Week 12

Readings: Chapter 11 “How to Survive in a Chemical Dependency Agency” Complete the discussion questions.

Class Activities: Review and discuss Chapter 9 and 10.

Learning Objectives: Understand some of the reasons people don’t respond to treatment
 Understand some of the principles of effective treatment
 Know some of the techniques to work with resistant clients
 Understand the concept of harm reduction
 Know some of the interventions that reduce the consequences of drinking
 Understand the concept of server training as a harm-reduction strategy
 Understand the Alcohol Skills Training Program (ASTP) and its potential effectiveness in harm reduction.
 Understand the concepts of the “Wheel of Change” and Motivational Interviewing

Week 13

Readings: Read Chapter 12 “Some Questions and Answers” Complete discussion questions

Class Activities: Review and discuss Chapter 11.

Learning Objectives: Understand some problems that occur in social service agencies.
Understand the roles inter-agency conflict play in agency effectiveness
Understand some of the demand of early job adjustment in chemical dependency agencies.
Understand the importance of maintaining communication with outside agencies.
Understand how to avoid burn out and adjust to the demands of long-range counselor

Week 14

Readings: Study for Final Exam

Class Activities: Review and discuss chapter 12

Learning Objectives: Understand the differences in treating male and female alcoholics
Understand the issue of inheritability of alcoholism
Understand disease model, effect on sexual performance, and the difference between abuse and dependence.
Understand the effectiveness of treatment modes in outpatient and inpatient programs
Understand the importance of family involvement in treatment

Week 15

Readings: None

Class Activities: **Final Exam and closure**

Learning Objectives: Review of information