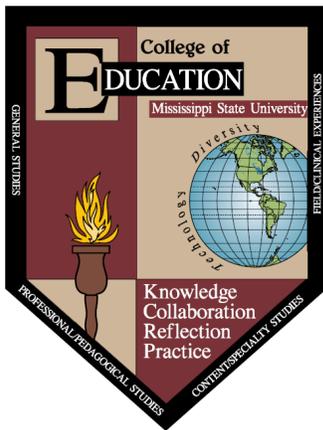


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8773
Course Title:	Chemically Dependent Client
Credit Hours:	Three (3) semester hours
Course Type:	Lecture/Lab
Catalog Description:	Three hours lecture (3). Information about the etiology, diagnosis, and treatment of chemical dependency.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives/Topics Covered:

Students will:

- Know the disease concept and etiology of addiction and co-occurring disorders. (CMH C.4.; CFPOs #2, 4; InTASC 4)
- Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (CMH D.8; CFPOs #2, 3; InTASC 4)
- Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (CMH A.6.; CFPOs #2, 4, 8; InTASC 4)
- Identify standard screening and assessment instruments for substance use disorders and process addictions. (CMH G.4.; CFPOs #2, 5; InTASC 4)
- Know the impact of co-occurring substance use disorders on medical and psychological disorders. (CMH K.3; CFPOs #2, 4, 8; InTASC 4, 5)
- Apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CMH H.4.; CFPOs #2, 3; InTASC 4, 5)
- Diagnose substance abuse disorders using the DSM 5 and other relevant classification systems. (KMD A.1; CFPOs #2, 4, 8; InTASC 4)
- Discuss the medical complications of alcohol and other drugs on the human body. (KMD A.2.; CFPOs #2, 3; InTASC 4)
- Identify the key concepts of the theories of alcohol and drug dependency. (KMD A.3; CFPOs # 4, 8; InTASC 4, 5)
- Construct and implement an intervention, treatment plan, and relapse prevention plan. (KMD A.4; CFPOs #2, 4, 8; InTASC 4, 5)

Required Text:

Perkinson, R.R. (2011). *Chemical dependency counseling: A practical guide. (4th ed.)*
Thousand Oaks, California: Sage Publications.

Recommended Text:

Jongsman, A.E., Perkinson, R.R., & Bruce, T.J. (2009). *The addiction treatment planner, (4th ed.)*.
New York: Wiley Publishing.

Methods of Instruction:

Lecture, discussion, small group activities, experiential learning activities, and role playing activities.

Suggested Student Activities:

Student Portfolio:

The student will develop a portfolio that includes the following activities:

- Personal history of drug and alcohol experiences. The student will develop a personal

history of their experiences with alcohol and drug use. The history should begin in childhood and recount how drugs and alcohol have influenced or affected their lives.

- Film reactions: The student will write a narrative review of several films and documentaries that illustrate the impact of drug and alcohol in the lives of real people or fictional characters. A review rubric is provided prior to each film to be reviewed.
- Interview with a person in recovery: The student will interview a persons who is in recovery from alcohol or drug use. The student will be asked to prepare a narrative of their interview. The student may not interview anyone from this class. The student may not solicit interviews from the 12-Step meetings attended.
- Twelve Step meeting: Students will be expected to attend two **open** 12 Step meetings. If the student is accustomed to attending 12-Step meetings he or she should experience these meetings anew from the perspective of a therapist. A narrative guide will be provided for the student prior to the meeting so that he or she may develop a narrative about the experiences.

Treatment Plan:

The student will be asked to develop a treatment plan for a fictitious client. The scenario will be provided to the student and he or she will develop a treatment plan for the client.

Relapse Prevention Plan:

The student will be asked to develop a relapse prevention plan for a fictitious client. The scenario will be provided the student and he or she will develop a relapse prevention plan for the client.

Examination:

A final examination will be given that includes materials that are taken from lectures, films, and video tapes. The examination will be given as per the University exam schedule.

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu/>

Cell Phone and Technology Policy:

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Experience:

Students will conduct field interviews and attend outside meetings as part of their field experience.

Evaluation of Student Progress:

<u>Assignments</u>	<u>Points</u>
Portfolio	400 points
Treatment Plan	150 points
Relapse Prevention Plan	150 points
<u>Final Examination</u>	<u>400 points</u>
Total	1000 points

Incomplete Grades:

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who

receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.”

Department Retention Policy:

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy:

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their

continued success in the program.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader. In addition, all work submitted should be the result of the student's original efforts.

Email Policy

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.