

University of North Texas at Dallas

FALL 2015

HSML 4650-020: ASSESSMENT OF BEHAVIORAL & CHEMICAL ADDICTIONS

Instructor: Dr. Phillip Ortiz, Ed.D, LCSW

Class Meets: Every other **Thursday from 7:00 pm to 9:50 pm*** Location: **DAL2-338**

Phone: 972.338.1381 (use emails for faster replies; voice-call for emergencies)

E-mail: **phillip.ortiz@untDallas.edu** or email through blackboard

Class Notes

***THIS IS A HYBRID/BLENDED COURSE - THE MAJORITY OF CLASS MEETINGS (51-85%) ARE VIA DISTANCE LEARNING.**

Course Description

4650. Assessment of Behavioral and Chemical Addictions. 3 hours. This course examines substance use and abuse. Its goals are to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention and treatment. Special emphasis is placed on various theoretical models and concepts of addictions, and assessment techniques currently used in substance abuse/addiction treatment of adolescents. Guidelines for screening and assessing teens for alcohol abuse and drug abuse problems are discussed as well as assessment for referral and treatment; confidentiality laws; and screening and assessment in juvenile justice settings. Prerequisite(s): Must complete HSML 3100. May take this course concurrently with HSML 4100.

Learning Objectives

1. Identify assessment tools used in the collection of client data.
2. Review the procedures for the collection of client data.
3. Distinguish between screening, assessment, measurement, and diagnosis.
4. Identify quantitative and qualitative methods of assessment or measurement.
5. Identify appropriate treatment/interventions based on assessment data.

HMSL Competencies Addressed in This Course

Communication Skills: Demonstrate effective verbal and nonverbal skills; active listening skills; proper writing skills; ability to address members of various constituent groups appropriately; cross cultural communication skills; developing positive relationships; and resolving conflicts

Employability Skills: Demonstrate basic computer literacy skills

Personal Attributes: Demonstrate a positive attitude; initiative; responsible & ethical behavior; confidentiality maintenance; honesty & integrity; effective team behavior; leadership characteristics

Youth & Adult Dev.:	Demonstrate understanding that youth, adults, and people across the lifespan have differing developmental needs and issues; understanding of adult and youth learning processes
Human Resource Dev.:	Demonstrate ability to manage diversity and cultural competence
Gen. Non-Profit Mgt.:	Demonstrate effective decision making; techniques for problem solving; ethical behavior & understand its importance
Nonprofit Risk Mgt.:	Demonstrate behaviors to follow personal precautions to minimize personal and organizational liability and vulnerability

Required Text

Gersten, A. (2013). *Integrative assessment: A guide for counselors*. Location: Pearson. ISBN-10: 013503485X or ISBN-13: 9780135034859

Recommended Text:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Arlington, VA: American Psychiatric Publishing.

You may also be given other articles to read and discuss as a group as the semester progresses.

Course Requirements & Grade Weights

Assignments:

- 1) In-Class Activities: Since this course is 49% face-to-face and will only meet every other week, your attendance, preparation and participation is crucial for success. You will receive points for attending and participating in our face-to-face class meetings. This will include the completion of “in-class” activities. Excessive tardiness or leaving before the end of class will result in point reductions per class.
- 2) Online Activities: Since this course is 51% online, you will be required to complete weekly online activities on Blackboard. These will usually consist of reading a chapter and answering related questions in the designated weekly chapter discussion forum. Then discussing the material with your peers. These must be completed by the designated due date as per the course calendar. NOTE: The discussion forums will disappear approximately 24 hours after the due date has expired, so get your posts in before then!
- 3) SUD Screening: You will be required to administer 2 different screening tools or measurement instruments to 2 different persons of your choosing. They must be 18 years of age or older and preferably use alcohol or drugs (illicit or prescription). The instruments will be designated by the instructor and available on blackboard.

- 4) Clinical Assessment: You will be required to complete a detailed clinical assessment on an adult volunteer of your choosing. It is preferable the volunteer have a history of alcohol or drug use, but not mandatory. The assessment will require the use of a standardized assessment tool specified by the instructor. A hard copy should be submitted to the instructor on the designated due date as per the course calendar. Detailed instructions as well as the assessment tool to be used, will be posted on Blackboard.

Tests/Exams:

- 5) There will be a Mid-Semester and Final Examination which will cover all the course material. This will also include any pertinent information discussed in class or online course materials. The exam format will be designated by the instructor. The exams will be posted on Blackboard and taken online.

Points:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
59 or below	=	F

Online Discussions	- 35 pts. (7 x 5 pts per ch. discussion)
In-Class Activities	- 20 pts. (8 x 2.5 pts per class mtg.)
Examinations	- 20 pts. (2 x 10 pts per test)
Assessment	- 15 pts
Screening	- 10 (2 x 5 pts per screen)
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Total	100 pts (possible)

Course Calendar: TBA

Attendance

Attendance is stressed as a fundamental component of the course and especially important in a Hybrid class that meets only once every other week. Absences will affect your grade. Attendance is reflected in course grades because 1) most of the material on tests and exams is drawn from presentations and discussions, 2) lectures will elaborate on and add to, rather than regurgitate, text material, and 3) each student is individually responsible for all lecture material and any in-class announcements.

Therefore, absences for all reasons must be kept to a minimum and should not exceed 20% of the total class time. Students are held responsible for all academic work required or

performed during their absence regardless of the reasons for those absences. Further *violations of this course's attendance policy could result in earning a grade of F.* Bottom Line: **Participation is critical to your success in this class.**

IF YOU MISS CLASS YOU WILL NEED TO GET NOTES AND ANNOUNCEMENTS FROM CLASSMATES SO DO NOT E-MAIL ME EXPECTING FOR ME TO GO OVER EVERYTHING IN CLASS FOR THE CLASS YOU MISSED!

(See last page of syllabus for collecting some of your classmates' contact information.)

Cell Phones & Other Electronic/Noise-Making Gadgets in the Classroom

Cell phones and other electronic devices should be silenced or turned-off during class and should remain out of sight and out of mind. Particularly during group experiences, these devices should be not on at all. Classroom disruption by cell phones or other electronic devices is prohibited. The instructor is easily distracted by pretty ringtones and songs (FYI).

Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted as approved by the instructor.

Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Food & Drink in the Classroom During Class Time and Group Work/Labs

I'm sure the university has a rule about no food and drink in the classrooms. And I can tell you I find students crunching on their food and candy in front of me during class to be distracting and disruptive. Please, keep all food outside of the classroom when class is in session. We will have breaks and lunch and dinner are before and after our class meets, and if you cannot help yourself and must bring food to class, bring enough to share with everyone.

To highlight. The purpose of this course is to understand substance abuse and the addictive process, not to receive substance abuse treatment or use this in lieu of a support group. Please, feel comfortable addressing personal growth while learning the assessment and treatment processes. However, avoid deeply personal issues that cannot be adequately addressed during a Hybrid course. If those issues exist for you, I absolutely encourage you to consider joining a therapeutic group outside of class. As a member of any of our class groups, you always retain the right to decide what you are willing to disclose and whether you are willing to disclose anything at all. Our classroom is a safe space for nonjudgmental learning.

Confidentiality Policy. Material shared is to be maintained in confidence among the members of the class (although this cannot be guaranteed). Because some members of the class may choose to share personal information regarding themselves, family, or friends, all students are asked to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members. **Our classroom is a safe space for nonjudgmental learning.**

Diversity Policy. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Students with Disabilities

The Department of Rehabilitation, Social Work and Addictions complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. The Department does not discriminate on the basis of an individual disability; it provides academic adjustment and aids to individuals with disabilities in its programs and activities. An attempt will be made to meet all certified requirements. If you have a qualifying disability as defined in the ADA and would like to request accommodation, please see me by the 12th class day if that accommodation is not addressed in this syllabus. Students certified as disabled by the Office of Disability Accommodations who want to test at the ODA must notify the instructor no less than 3 days before the exam.

Guidelines & Details for Assignments

LATE ASSIGNMENTS ARE NOT ACCEPTED AT THE INSTRUCTOR'S DISCRETION.

General Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (5th ed.)*.
2. Double space using Word files using an appropriate 12-point, black color font, and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
7. *Caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. **DO NOT USE CONTRACTIONS** in academic writing. This course's writing is academic and scholarly.
 - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - i. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic form;*

the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.

Helpful References

- American Psychological Association [APA]. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.
- APA. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, *57*, 1060-1073.
- Cartwright, D., & Zander, A. (1968). *Group dynamics*. New York: Harper & Row.
- Chen, M., & Rybak, C. J. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Pacific Grove, CA: Brooks/Cole.
- Clark, C. C. (2003). *Group leadership skills (4th ed.)*. New York: Springer Publishing.
- Conyne, R. K. (1998). What to look for in groups: Helping trainees become more sensitive to multicultural issues. *The Journal for Specialists in Group Work*, *23*, 22-32.
- Ettin, M. F. (1992). *Foundations and applications of group psychotherapy*. Boston: Allyn & Bacon. (pp. 5-7, 24-25, 153-173)
- Foulkes, S. H. (1961). Group processes and the individual in the therapeutic group. *British Journal of Medical Psychology*, *34*, 23-31.
- Foulkes, S. H. (1968). On interpretation in group analysis. *International Journal of Group Psychotherapy*, *18*, 432-444.
- Gemmill, G., & Kraus, G. (1988). Dynamics of covert role analysis: Small groups. *Small Group Behavior*, *19*, 299-311.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1978). *Theories of personality*. New York: Wiley. [Lewin, pp. 396-421]
- McClure, B. A. (1990). The group mind: Generative and regressive groups. *The Journal for Specialists in Group Work*, *15*, 159-170.
- Moreno, J. L., & Elefthery, D. G. (1982). An introduction to group psychodrama. In G. M. Gazda (Ed.), *Basic approaches to group psychotherapy and group counseling* (pp. 101-131). Springfield, IL: Thomas.
- Stockton, R., Morran, D. K., & Nitza, A. G. (2000). Processing group events: A conceptual map for leaders. *Journal for Specialists in Group Work*, *25*, 343-355.

Convenient Classmate Contact List

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Cell Phone:

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Other:

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