



Course Syllabus

CNSL 5203-OG1 – DRUGS AND THE INDIVIDUAL

Department of
Educational Leadership
& Counseling

College of
Education

Professor's Name: **Roman Austria Alvarez, Ed.D., LPC-S, NCC, LMFT, LSOTP, MTAPA**
Office Location: **Delco Bldg., Rm 233**
Office Phone: **832-865-7381**
Fax: **713-229-0297 or 936-261-3617**
Email Address: **raalvarez@pvamu.edu**
Snail Mail (U.S. Postal Service) Address: Prairie View A&M University
POB 519
Mail Stop 2420
Prairie View, TX 77446

Office Hours: **Saturdays 10am-1 pm (Delco); Thursdays 10am-1pm (NW Graduate Center).**
Or call Dr. Alvarez at 832-865-7381 for an appointment.
Virtual Office Hours: **Mondays, Thursdays, Fridays, 7am-9am and 8pm-11pm**

Course Location: **NW Graduate Center, Rm 3**
Class Meeting Days & Times: **Thursdays, 1pm –5:30pm**
Course Abbreviation and Number: **CNSL 5203**

Description: CNSL 5203 (3 SCH) is a graduate level course. The purpose of the course is to provide the knowledge and understanding so that students have the basic competence to work with substance abusing or substance dependent clients. This course will examine the treatment issues and theoretical models involved in the treatment of drug dependencies and the effects of them on the individual, families, employment, and society. Topics include: counselor characteristics, legal and ethical issues facing substance abuse counselors, issues of diversity and treatment, group counseling, family counseling, codependency and enabling, and modalities of treatment. The class format will include lecture, class discussion, speakers, films, and experiential exercises focusing on treatment.

Prerequisites: Admission to graduate program or approval by the department.
Co-requisites: None

Required Text: **Fisher, G. & Harrison, T. (2008). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*, (4th Ed.). Boston, MA: Allyn & Bacon.**

Recommended Text:

1. Inaba, D. (2007). Cohen, W. E. *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs*. CNS Publications
2. Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. (2nd Ed). New York: Guilford Press.
3. Connors, G.J., Donovan, D.M., & DiClemente, C.C. (2004). *Substance abuse treatment and the stages of change: Selecting and planning interventions*. (1st Ed). New York: Guilford Press.

Access to Learning Resources: PVAMU Library - phone: (936) 261-1500
web: **<http://www.tamu.edu/pvamu/library/>**
University Bookstore - phone: (936) 261-1990
web: **<https://www.bkstr.com/Home/10001-10734-1?demoKey=d>**

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

- A. Identify the behaviors associated with use, abuse, and addiction.
- B. Recognize symptoms of addiction when clients present for services and develop effective treatment plans to address the problem.
- C. List and describe available treatment modalities and identify their theoretical roots and rationales.
- D. Describe counseling techniques appropriate for addicted clients.

LEARNING OBJECTIVES:

1. Identify and demonstrate use of components of a helping model in counseling clients and significant others related to chemical dependency;
2. Present the central concepts of Alcohol and Other Drug (AOD) counseling with individuals, groups, and families.
3. Discuss issues of confidentiality and ethics and how they apply to the AOD client; demonstrate competency in AOD counseling as relating to diversity.
4. Demonstrate a beginning understanding of how the major counseling approaches are used in individual counseling when treating the AOD client;
5. Discuss the relationship between case management and AOD counseling.
6. Integrate relapse prevention, elements of self-help programs, stress management, discharge planning, and aftercare as related to the AOD client.
7. Document individual counseling goals, objectives, and interventions in the treatment planning process.

COLLEGE OF EDUCATION MODEL:

This course is based in part on the “E-FOLD-P” model of the College of Education. The acronym refers to the preparation of educators (counselors) as facilitators of learning for diverse populations. The major goals of this model are:

1. To prepare educators as problem solvers, critical thinkers and decision-makers who are able to communicate these skills to others.
2. To prepare educators as facilitators of growth and development who exhibit a positive self-esteem and self-respect and are able to communicate these skills to others.
3. To prepare educators as reflective and continual learners who initiate, distribute knowledge and skills, and utilize effective teaching (counseling) practices.
4. To prepare educators who understand and appreciate human diversity and demonstrate global awareness.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades:

- Exercises & Research** – written assignments designed to supplement and reinforce course material.
- Projects** – web development assignments designed to measure ability to apply presented course material.
- Tests** – written tests designed to measure knowledge of presented course material.
- Class Participation** – daily attendance and participation in class discussions.

Grading Matrix

Instrument	Value (points or percentages)	Total
Case Study	75 pts	75
Final Research Paper	80 pts	80
Group Project- Group Presentation	100 pts	100
12-Step meetings & Reaction paper	75 points	75
Midterm Exam (Essay)	70 pts	70
WebCT Discussions	50 pts	50
Class Participation & Attendance	5.56 points x 9 weeks = 50 points	50
Total:		500

Grade Determination: **A** = 500 – 450pts; **B** = 449 – 400pts; **C** = 399 – 350pts;
D = 349 – 300pts; **F** = 299pts or below

TAMU System-PVAMU's grading system: **A**=95-100; **B**=85-94; **C**=75-84; **D**=65-74; **F**=64 & below
Rubric for TrueOutcomes: Target (95-100); Acceptable (94-85); Unacceptable (84 & below).

Course Procedures

Submission of Assignments:

1. **Case Study (75 pts):** Your paper should explicitly use course content to develop an assessment, treatment and follow-up plan for an individual with a substance abuse disorder. In your paper: (a) describe and critically analyze the assessment process, tools, and results of an individual assessment in your field; and (b) critically analyze your application of course content to a client treatment plan that you personally complete. (c) Design, describe and analyze an aftercare plan for this individual. At the end of your paper, attach tools or instruments and other measurement items designed and/or used. You may use the Substance Abuse Assessment Guide to complete your assessment. Cite research sources for critically analyzing each section.

NOTE: you will be expected to use a fictional client, either from a book, movie, or your imagination. Your case study must be typed-written with pagination, organized, consistent with APA style of editorial writing, and have a cover page with your name, professor's name, course-section, and semester-year.

2. **Final Research Paper (80 pts): Review (i.e., Summarize, Critique and capture Implications) of Research Articles' Literature, Methods & Findings (100 points):** Each student will complete a 4-6 page Review of research articles on an instructor approved topic germane to Alcohol-Drug Addictions and Other Addictions Counseling. A **Review** consists of *summarizing the literature, research methods, research findings, research discussion and implications; it also includes critiquing the research methods, research findings, research discussion and implications.* Ask your professor for approval of your chosen research topic before you proceed. You may also research topics mentioned or covered in the textbook. The Review must be *typed, double-spaced, 12pt. font size, in APA format, with APA reference, and contain at least four (4) primary references [2 of which must be research articles recently published (i.e., within the last 5 years) in professional journals]. A research article has method(s).* Other references may be from position paper, theoretical paper, or review of literature published in professional journals. You are not to use your textbook as one of your 4 primary references. **For APA style of editorial writing, please visit**

<http://www.apastyle.org/previoustips.html> (APA Style of Editorial Writing) or
<http://www.psychwww.com/resource/apacrib.htm> (APA Style Resources)

3. Group Project - Group Presentation (100 points): Each student is expected to join a group or pair up with another student in this class (a group will consist of 2 or more students). Group assignment will be decided by the professor for simplicity. Chapters 8 to 17 of the textbook will serve as topic for group assignment and oral presentation. There will be 12 groups to report during this semester.

Group Presentation: Each group will provide and deliver in class a 30-45 min group presentation on a specified topic from the required text. Each group will provide a **comprehensive oral** presentation by:

- Developing and/or Answering the Learning Objectives for the topic assigned to the group.
- Building and using powerpoint slides to visually capture concepts of their presentation. Be creative!
- Incorporating on-line or U-tube demo of concepts, video clips, etc., in their group presentation. Be creative!
- Submitting 2 journal research articles supporting the topic or concepts. Summarize the research findings and discussion of the 2 research articles. (**Note:** A research article has **Methods**). Submit these research articles/references along with your presentation to your professor.
- Providing at least **1 critical question** (related to their on-line chapter report) for possible **WebCT discussion**. Group reporters are required to respond to WebCT respondents asking for a response to a question. Reporters may choose to respond to all respondents (optional).
- Providing Chapter outline (outline of presentation contents; include names of group members and bibliography) for each class member and for the professor.

4. 12-Step meetings (75 pts): Each student will attend two (2) OPEN 12 step meetings during the semester. Such meetings are held in the community on a daily and weekly basis and a schedule of their meeting times is published in the weekend paper. Or call AA (713) 686-6300, CA (713) 668-6822, NA (713) 661-4200. Choose from meetings such as AA, Al-non, Al-A-teen, Gamblers Anonymous, Overeater Anonymous, Narcotics Anonymous, Adult Children of Alcoholic, etc.

This activity will give the student an opportunity to have first hand knowledge of the types of support groups available as well as the format and location for most groups. **For each meeting you must document your attendance obtaining the signature of someone facilitating the meeting, citing the date, place and time of the meetings. Write a two page typed paper discussing your learning experience for each meeting.**

5. Midterm Exam-Essay (70 pts): Brief essay questions will be administered in class to determine students' knowledge of course concepts.

6. WebCT Discussions (50 points): Each student is required to comment on WebCT On-line discussions and respond to a critical question posted on WebCT by the professor. The discussion reply should be at least 300 words. Once your discussion reply is complete, reply to one (1) other reply to complete the discussion assignment for that date. WebCT Discussion will be posted on the WebCT under Discussions. Students are required to log-in on WebCT regularly to check their e-mails and to check any postings on the Discussions.

WebCT reply must be respectful, analytical, and succinct. Everyone is expected to observe and follow basic on-line decorum [e.g., no shouting (i.e., WRITING IN ALL CAPITAL LETTERS), avoid pejorative language, no large attachments, confidentiality, common courtesy, and proof-read your response or e-mail, etc.).

7. Class Participation (50 points): Students are required to attend all scheduled on-line class activities, and be prepared to engage in rich and robust discussions regarding the learning topic(s). Students are also expected to actively participate in and complete all assignments, homework, in-class group work, and/or WebCT discussion. **More information and instructions will be given on-line or in class when WebCT discussion is required.** WebCT reply must be respectful, analytical, and succinct. Everyone is expected to observe and follow basic on-line decorum [e.g., no shouting (i.e., WRITING IN ALL CAPITAL LETTERS), avoid pejorative language, no large attachments, confidentiality, common courtesy, and proof-read your response or e-mail, etc.).

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). Also see information on on-line chapter exam discussed above in course procedures.

Professional Organizations and Journals

WEBSITES RELEVANT TO THIS COURSE

Addition Technology Transfer Center <http://www.attcnetwork.org/index.asp>

Addiction Treatment Forum <http://www.atforum.com/addiction-resources/government.php>

NAADAC-The Association for Addiction Professional <http://naadac.org/>

National Association of Drug Diversion Investigators (NADDI) <http://www.naddi.org/index.php>

OnMind Info <http://www.onmind.info/>

Paper Writing Resources in Psychology (Encyclopedia in Psychology)
<http://www.psychology.org/links/Resources/Writing/>

Treatment Improvement Protocol (TIP) Series <http://kap.samhsa.gov/products/manuals/tips/index.htm>

US Department of Health and Human Services and SAMHSA's National Clearinghouse for Alcohol and Drug Information <https://ncadistore.samhsa.gov/catalog/results.aspx?topic=102&h=publications>

US Drug Enforcement Administration <http://www.usdoj.gov/dea/index.htm>

WEBSITES RELEVANT TO THE COUNSELING PROFESSION

<http://www.counseling.org/> (American Counseling Association)

<http://www.apastyle.org/previoustips.html> (APA Style of Editorial Writing)

<http://www.psychwww.com/resource/apacrib.htm> (APA Style Resources)

<http://www.amhca.org/> (American Mental Health Counseling Association)

<http://www.txca.org/tca/Default.asp> (Texas Counseling Association)

<http://www.dshs.state.tx.us/counselor/default.shtm> (Texas Licensed Professional Counselor/LPC)

<http://www.houstonlpcassociation.org/> (Houston LPC Association)

<http://www.nbcc.org/> (National Board for Certified Counselors/NCC)

<http://studentworks.nbcc.org/> (Student Works - Resources for Counseling Students)

<http://www.tea.state.tx.us/> (Texas Education Agency)

<http://www.schoolcounselor.org/> (American School Counselor Association)

<http://www.collegecounseling.org/> (American College Counseling Association)

<http://www.acesonline.net/> (Association for Counselor Education and Supervision)

<http://www.bgsu.edu/colleges/edhd/programs/AMCD/> (Association for Multicultural Counseling & Development)

<http://www.americanpsychotherapy.com/index.php> (American Psychotherapy Association)

<http://www.cgjunghouston.org/> (The Jung Center, Houston, Texas)

References

1. DiClemente, C.C. (2006). *Addiction and change: How addictions develop and addicted people recover*. (1st Ed). New York Guildford Press.
2. Stevens, P., & Smith R. L. (2005). *Substance abuse counseling: Theory and practice*. (3rd Ed). New York: Guilford Press.
3. Van Wormer, K. & Davis, D.R. (2003). *Addiction treatment: A strengths perspective*. (1st Ed). Thomson Brooks/Cole.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Any student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange special accommodations should contact the PVAMU Office of Disability Services at **(936) 261 - 3581 or at their office location, Evans Hall- Rm 315** to obtain proper documentation at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Office of Disability Services.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

In this class, absences (excused or unexcused) of 12 contact hours or more will result in the student's final grade getting dropped by one (1) letter grade (for example a final letter grade of A will drop to a B; a final letter grade of B will drop to a C; a final letter of grade of C will drop to a D; and a final letter grade of D will drop to an F).

Students with excessive absences (excused or unexcused), more than 18 contact hours, will earn a grade of F (failure).

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

MISCELLANEOUS INFORMATION

TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. One or more of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net

STUDENT'S RESPONSIBILITIES

1. Being an active participant in the educational process.
2. Reading the textbook and other assigned materials PRIOR to class meetings; on-time attendance for class; and participate in classroom discussions and activities.
3. Satisfactory completion of all assigned projects.
4. Satisfactory performance on all activities (both didactic and experiential).
5. Being familiar with the student responsibilities contained within the current PVAMU Catalog at <http://www.pvamu.edu/pages/231.asp>

PROFESSORS' RESPONSIBILITIES

1. Preparation of lectures, classroom presentation, and facilitate discussion.
2. Preparation and evaluation of assignments and projects.
3. Provide student feedback regarding course performance.

PHONE CALLS TO PROFESSORS

When leaving a message, SPEAK CLEARLY AND SLOWLY, then state your name, course, time and purpose of your call, and a number where you can be reached. I will not return calls requesting to know what was missed in class. I will leave a message on your voice mail or answering machine.

OBTAINING FINAL COURSE GRADE

The last day of finals week, your final grade be entered onto the Internet. You may obtain your grade on-line after Aug 12, 2008.

DEGREE PLAN, ACADEMIC ADVISING AND STEPS TO GRADUATION

Obtain and complete your degree plan and graduation plan through your assigned Faculty Advisor. Good career/professional planning is well worth the time. Degree planning is the first step to graduation. File for candidacy after completion of 12 SCH (this is required before continuing with your degree program). If you are graduating this Summer 2008, contact your Faculty Advisor or your Graduate Program Department on or before June 07, 2008 (Saturday) to apply for graduation. Visit our website at <http://www.elac.pvamu.edu/> to find out your assigned Faculty Advisor, to download degree plans, candidacy application, application for graduation, and to secure information about our programs.

EXTRA CREDIT OPTIONS

You may EXTRA CREDITS up to 30 points maximum toward your final grade for any of the following:

1. Participation in PVAMU **Service Learning**. Visit <http://www.pvamu.edu/pages/923.asp> for more information. A 2-page type-written, double-space, reflection paper is required (**up to 15 points credit**).
2. Attendance at any PVAMU sponsored programs (**2 points credit for 1-hr event**).
3. **Current** Personal Career Counseling or Personal Therapy with 2-page (double space) typewritten description of your experience and how it has affected your own personal growth and development (**up to 15 points extra credit**). Secure proof of hours of personal counseling from your therapist.
4. Attendance at any of the C. G. Jung Center's lectures or events at 5200 Montrose Blvd., Houston, TX 77006. Tel (713) 524-8253. www.junghouston.org You must have written information to share and/or an oral report (3-5 minute report) in class (**up to 30 points extra credit**).
5. Attendance at any of the Attendance at any of the C. G. Jung Institute Dallas, Tel: (214) 357 - 7571 or website <http://www.cgjungpage.org/dallasinst.html> You must have written information to share and/or an oral report (3-5 minute report) (**up to 30 points extra credit**).

In order to receive extra credit, you must have signed documentation verifying your involvement. Do not ask me about extra credit the last two weeks of class.

Professor's Bio

- **Roman Austria Alvarez, EdD**
Assistant Professor,
Educational Leadership and Counseling
Prairie View A&M University
- Educational Background:
 - *B.S., Psychology*, Far Eastern University (FEU), Manila, Philippines.
 - *Basic Medical Sciences*, FEU-NRMF, Institute of Medicine.
 - *M.A., Clinical Psychology*, Texas Southern University, Houston, Texas.
 - *Ed.D., Counselor Education*, Texas Southern University, Houston, Texas.
- Licensures & Certifications :
 - Licensed Professional Counselor and LPC-Supervisor, Texas.
 - National Certified Counselor (NCC), NBCC.
 - Approved Clinical Supervisor (ACS), CCE.
 - Licensed Marriage & Family Therapist & LMFT- Supervisor, Texas.
 - Licensed Sex Offender Treatment Provider, LSOTP-Supervisor, CSOT, Texas.
 - Fellow, American Psychotherapy Association (FAPA).
 - Master Therapist, American Psychotherapy Association (MTAPA).
 - Certified Trauma Resolution Therapist.
- Areas of Academic and Clinical Interest :
 - Analytical (Jungian) and Depth Psychology.
 - Ecosystemic, Intercultural and Postmodern studies.
 - Clinical Supervision and Professional Identity Development.
 - Gender Studies.
 - Health Psychology and Behavioral Medicine.
 - Positive Aging and Midlife Passage.
 - Child and Adolescent Development.
 - Trauma Resolution.
 - Sex Offender Treatment (in particular, Juvenile Sex Offenders).
 - Personality Disorders and the Criminal Mind.
 - Relationship and Intimacy Issues (Couples and Family Therapy).
 - Learning Disabilities and Disability Services (ADA).
 - Collaborative Learning Communities.
 - Private Practice.
- Professional Memberships:
 - International Association for Jungian Studies (IAJS).
 - American Counseling Association (ACA).
 - Association for Counselor Education and Supervision (ACES).
 - Association for Multicultural Counseling and Development (AMCD).
 - Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC).
 - American Association of Sexuality Educators, Counselors and Therapists (AASECT).
 - Texas Counseling Association (TCA).
 - Texas Association for Multicultural Counseling and Development (TexAMCD).
 - Texas Association for Counselor Education and Supervision (TACES).
 - Houston Licensed Professional Counselor (LPC) Association

CNSL 5203 – OG1- DRUGS AND THE INDIVIDUAL
Summer 2008, Thursdays, 1pm-5:30pm - COURSE OUTLINE & SCHEDULE
Professor: Dr. Roman Alvarez

This course outline and schedule serves as a guideline regarding course material, projects, and due dates. The professor of records reserves the right to modify this schedule. You are required to attend class regularly in order to be ready for upcoming lectures, projects, experiential work, and due dates.

	Class Date	Reading/Material Covered	Assignment Due Date
Week 1	June 5	Intro and syllabus; General overview, Q & A	
		Overview, historical perspectives on addiction; Attendance & Class Participation (ACP)	
		Classification of Drugs	
Week 2	June 12	Classification of Drugs; (ACP)	WebCT Discussions- Topics TBA
		Models of Addiction	
Week 3	June 19	Culturally and Ethnically Diverse Groups; (ACP)	
		Assessment and Diagnosis	
Week 4	June 26	Client Engagement and Brief Interventions; (ACP)	Case Study
		Treatment of AOD Problems	
Week 5	July 3	Relapse Prevention and Recovery; (ACP)	12-step meeting paper
		Twelve-Step and Other Types of Support Groups	Mid-term Exam
Week 6	July 10	Families and Substance Abuse; (ACP)	WebCT Discussions- Topics TBA
		Children, Adult Children, and Codependency	
Week 7	Jul 17	HIV/AIDS; (ACP)	Final Research Paper
			Group Presentation
Week 8	Jul 24	Gambling and Other Addictions; Prevention; Confidentiality and Ethical Issues; (ACP)	Group Presentation
Week 9	July 31	Closure and All Project Grades Feedbacked to students	Group Presentation
	Aug 2	Last day of Instruction - Saturday	
	Aug 6	Final Grades due for Graduating Students	
	Aug 9	Summer Graduation	
	Aug 12	Final Grades due for Non-graduating students / All students	