

CEPY 1130 -HYB – Counseling Substance Abuse in Schools & Communities
Credit Hours: 3
Semester: Spring 2022
Cap: 15

Faculty: Mrs. Nancy Goodwin **E-mail:** nancy.goodwin@navajotech.edu
Office: Library – 2nd Floor, Office #3 **Phone:** 505.387.7515 xt 1512
Online Office Hours: Monday-Thursday 8:00 – 3:30
Class Location: SUB 208
Class Meeting Times: Face to Face: Tuesday: 8:00 – 9:20 On-line: Thursday: 8:00 – 8:50

Required Materials:

- Textbook
- Blackboard account
- NTU email account (*REQUIRED*—I will use your NTU email address to send course announcements and information).

Textbook: Lewis, J.A., Dana, R.Q., & Blevins, G.A. (2019) *Substance abuse counseling*. Boston, MA: Cengage ISBN: 978-1-337-56661-2

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

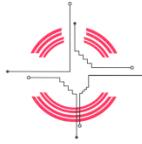
Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

Counseling Substance Abuse in Schools and Communities (CEPY 1130), cover substance abuse issues in society, abuse and addiction in families and impacts on members of the community. Intervention and treatment approaches will be discussed.

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. Course material is presented in readings from the textbook, lessons, assignments, discussions, exams, and journal writing. You are expected to work hard in this course: for every hour of class time, you should spend at least three hours outside of class preparing by reading, working on assignments and projects, and thinking about the course content. *You are expected to take responsibility for your success in the course*; that is, you must take an active interest not just in the course material, but in the course itself, *making it a success for all participants*. Factors such



as **interest, motivation, creativity, and initiative** are important elements in evaluating your performance in the course and assigning a grade.

Course Outcomes

Upon completion of the course, students will:

1. Articulate the definitions of drug use, abuse, dependency, and addictions.
2. Apply approaches to addiction counseling, including disease, psychological, social, family systems, and multi-casual, all considered from an eco-systems perspective.
3. Explain major research finders regarding genetic predispositions to substance abuse.
4. Explain physiological responses to drug use.
5. Demonstrate the use of assessment criteria and tools.
6. Apply treatment models including self-help, behavioral, family systems, disease, and innovative programs.
7. Explain the family dynamics of chemical abuse, including co-dependency.
8. Describe the current controversies in the field of addictions, including the harm reduction model versus the disease model.
9. Explain the effects of addictions on special populations, including diversity in age, and ethnicity.
10. Describe the continuum of responses to addictions, from prevention to treatment to law enforcement.
11. Explain the impact of one’s values, attitudes, and life experiences on one’s view of addiction.
12. Identify the ethical dimensions of addictions counseling.

Course Assessments

Students will demonstrate foundational knowledge of the field of substance abuse counseling through active participation in discussions (on-line) and journal writings and by referencing and accurately apply concepts and theories in assignments.

Connections to Program Assessment (course-embedded measures)

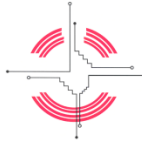
- *Program-level assessments are not administered in this introductory course.*

Grading Plan

Assignment #1	25 pts	A = 100 – 90%
Assignment #2	100 pts	B = 89 – 80%
Assignment #3	100pts	C = 79 – 70%
Assignment #4	25 pts	D = 69 – 60%
Discussions: 3@10 pts ea	30pts	F = 59% - lower
Journals: 6@10 pts ea	<u>60 pts</u>	
Md-Term Paper	<u>50 pts</u>	
<i>TOTAL</i>	<i>390pts</i>	

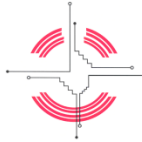
Grading Policy

Each student must do his/her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions, especially on the course’s Website. Students must do their own work on the homework and exams. Cheating is strictly forbidden. Cheating includes, but is not limited to, plagiarism, submission of work that is not the student’s own, submission or use of falsified data, unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.



COURSE SCHEDULE

Week	Class Date	Topic	Readings	Assignments Due
1	1/19	Welcome, introductions, course expectations	Syllabus	Introductions
	1/21	Last Day Add/Drop Classes w/out W		
2	1/26	Chapter 1: Substance Abuse – Counseling Introduction	Chapter 1 Video: Connor’s Battle w/Pills	Assignment #1 (Substance Abuse Survey)
3	2/2	Begin Chapter 2: Drugs and Their Effects	Chapter 2 Video: What Physicians Should Know	Journal #1
4	2/9	Complete Chapter 2	Chapter 2	N/A
5	2/16	Begin Chapter 3: Motivational Interviewing	Chapter 3 Article: Motivational Interviewing Intro.	
6	2/23	Complete Chapter 3	Chapter 3	Journal #2
	2/25	Graduation Petition Due		
7	3/2	Begin Chapter 4: Assessment & Treatment Planning	Chapter 4 Article: The Words We Use Matters	Discussion Board #1
8	3/9	Complete Chapter 4	Chapter 4	Mid-Term Exam Paper
	3/11	Midterm Grades Due		
9	3/16	NO CLASS – SPRING BREAK		
10	3/23	Chapter 5: Helping Clients Change	Chapter 5 Article: GLAD Technique Exercise Article: AA Meeting Format	Journal #3 Begin Assignment #2
11	3/30	Begin Chapter 6: Empowering Clients Through Group Work	Chapter 6	
12	4/6	Chapter 7: Maintaining Change in Substance Use Behaviors	Chapter 7 Article: Example Prevention Plan Handout	Submit Assignment #2 Submit Assignment #3 – Part I
13	4/13	Chapter 8: Working with Families	Chapter 8	Journal #4
14	4/20	Chapter 9: Successful Service Programs	Chapter 9	Discussion Board #2
15	4/27	Chapter 10: Preventing Substance Abuse	Chapter 10	Journal #5 Journal #6
16	5/4			Discussion Board #3 Submit Assignment #3 – Parts II/III
17	5/11	Final Exam Week		Submit Assignment #4 DUE BY 5/11



5/12 5/13	Grades to Registrar Graduation		
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Expectations Regarding Communication with Instructor

When sending messages **please identify the course number in the subject line**. In text and Blackboard messages, please identify yourself by name and course number. I respond to email and texts the same day if possible, but please allow 24 hours.

Journal Assignments

There are six journal assignments in which you will respond in writing to a question or statement related to the lesson topics. Your response should be 150-200 words in length (just under a half-page) but you are welcome to write a longer response if you have more to say. The journals are *required and count for a significant portion of your grade*. The journal question/prompt will be posted in the week's task list on Blackboard. Journals will be graded on content only; I will not deduct for errors in grammar or style.

Participation

You are expected to log in each week, keep up with the course schedule and participate in all classroom and out of classroom activities.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention.

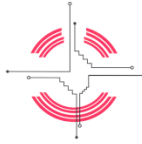
Study Time for Hybrid or Blended Courses

For a hybrid or blended course of three credit hours, a student is expected to spend nine hours per week studying the course material.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. ***The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.***

Diné Philosophy of Education



The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

The Navajo Technical University and the Department of Business and Education are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

Final Exam: No final exam – Assignment #4 will serve as your final.