

C092

UNIVERSITY OF KENTUCKY  
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03  
Department/Division offering course EDSRC - Rehabilitation Counseling
2. Changes proposed:
  - (a) Present prefix & number RC 540 Proposed prefix & number same
  - (b) Present Title Rehabilitation in Alcoholism and Drug Dependence  
New Title same
  - (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:  
\_\_\_\_\_
  - (d) Present credits: 3 Proposed credits: same
  - (e) Current lecture: laboratory ratio no change Proposed: \_\_\_\_\_
  - (f) Effective Date of Change: (Semester & Year) Spring 2004
3. To be Cross-listed as: NA  
Prefix and Number \_\_\_\_\_ Signature: Department Chair \_\_\_\_\_
4. Proposed change in Bulletin description:
  - (a) Present description (including prerequisite(s)):  
No change (see attached pages from the bulletin)
  - (b) New description:  
No change
  - (c) Prerequisite(s) for course as changed: \_\_\_\_\_
5. What has prompted this proposal?  
Development of a Web based program
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
None
7. What other departments could be affected by the proposed change?  
None
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No
9. Will changing this course change the degree requirements in one or more programs?  Yes  No  
If yes, please attach an explanation of the change.\*
10. Is this course currently included in the University Studies Program?  Yes  No  
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

ORIGINAL

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12. Is this a minor change?  Yes  No  
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal

Phone Extension: 7-3834

**Signatures of Approval:**

*Ralph M. Crystal*  
 Department Chair

1/13/04  
 Date

*Robert Shapiro*  
 the College

1/14/04  
 Date

Date of Notice to the Faculty

\*\*Undergraduate Council

*Jeanne Blackwell*

Date

\*\*Graduate Council

3-19-04

Date

\*\*Academic Council for the Medical Center

Date

\*\*Senate Council

Date of Notice to University Senate

\*\*If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

\*\*\*\*\*

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

PrintForm

ClearForm

**RC 540  
Summer 2002**

**Chemical Dependency in Rehabilitation**

**Class: Tuesday & Thursday 1:00- 3:30  
57 Dickey Hall**

**Instructor: Debra A. Harley, Ph.D., CRC, CPC**  
219 Taylor Education Building  
859-257-7199 (office)  
859-257-1325 (fax)  
Email: [DHARL00@pop.uky.edu](mailto:DHARL00@pop.uky.edu)

**Office Hours: Office hours are posted and by appointment**

**Credit Hours: Three (3)**

**Required Text: Kinney, J. (2000). *Loosening the grip: A handbook of alcohol information*. 6<sup>th</sup> ed. Boston, McGraw Hill.**

**Additional Readings: Additional reading will be provided to you by the instructor.**

**Course Description**

**This course is designed to provide students with background information about the effects of theories and models, effects of alcohol and other drugs, evaluation and assessment, and caseload management to address issues pertaining to gender, age, family, ethnicity, prenatal exposure, dual diagnosis, and adult children of addicts. Emphasis will be placed on the study alcohol dependence and effects.**

**Course Objectives**

**During and upon completion of this course, the student will be able to:**

- 1. Understand the multidimensional aspects of chemical dependency.**
- 2. Identify the psychosocial and physiological effects of alcohol and other drugs.**
- 3. Identify the patterns, signs, and symptoms of chemical dependency.**
- 4. Identify various treatment and intervention approaches to chemical dependency.**
- 5. Understand the contribution of diversity (as it relates to populations, race/ethnicity, generations, age, gender, religion, geographic location, sexual orientation, and disability) and its role in intervention/prevention of chemical dependency.**

## Course Format

This course is designed as a lecture, discussion, and presentation format. Therefore, participants are expected to come to class prepared. Preparation will require participants to have read the assigned readings to discuss the topic in class.

## Description of Assignments

- A. **Questions** - Students will receive a total of 5 questions across the class sessions. Responses are to be derived from information in the text, readings, or the supporting literature. **DO NOT** respond to the questions based on personal experiences as the primary source of information (such responses will result in a deduction of points). Each question received is due the following class session.
- B. **Article Critiques** - Students are to submit four (4) article critiques. Each critique must be relevant to issues of chemical dependency and its effects. **DO NOT** use the assigned readings for this assignment. **You must use referred journals/resources.** Be sure to attach a copy of the article to the critique. Each critique must be on a different topical area. You may select topical areas from the course calendar or from an area of interest to you. The critique must follow one of the following formats:
- **Theoretical Article**
- Include the reference in APA format at the top of the page.
  - Summary of Article:
    - a. Purpose
    - b. Key Points
    - c. Results/Conclusions/Recommendations section of the article.
- **Empirical Article**
- Include the reference in APA format at the top of the page.
  - Summary of Article:
    - a. Purpose
    - b. Methodology & Research Design
    - c. Your agreement/disagreement with the methodology/design and results/conclusions/recommendations section of the article
- NOTE: Critiques must not exceed one (1) double-spaced, type written page.
- C. **Presentation** - Students will conduct a presentation (approximately 45 minutes). The topic must be pertinent to chemical dependency and its effects. Students

will present information in an organized, systematic, and integrated manner. **DO NOT** read materials to the class. Students may select whatever presentation format (video, class exercise, etc) they wish, but must be the primary source of the allotted time. That is, they must speak for most of the time and not use other sources to consume the time. Participants will receive a grade sheet outlining the content areas to be covered. See attached Presentation Guidelines & Grade Sheet

- D. **Quiz** - Students are required to complete one (1) quiz. The quiz will be in an essay/case study format. In their responses, students will be required to apply information in an integrated manner.

### Grading Criteria

Presentation	50 Points
Questions (5 @ 10 pts ea)	50 Points
Article Critiques (4 @ 10 pts ea)	40 Points
Quiz	100 Points
Class Attendance & Participation	20 Points
<b>Total Points</b>	<b>260 Points</b>

90% and Above	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
59% and Below	= E

### Late Assignments

Any assignment turned in late must be approved by the instructor. The following penalty will be assessed for late assignments: 5% of the total points of the assignment for each day (including weekend) the assignment is late. Any assignment exceeding one week of the due date must be accompanied by a written formal excuse from an appropriate source.

### Class Attendance & Participation

In order to receive class attendance and participation points students must attend class. These points are based on class attendance and contribution to discussion. There is no substitute for this requirement.

### General Information

All students must submit their individual assignments.

**All students are entitled to excused absences in observance of their religious holidays.**

**Any student requiring special accommodations must make this known to the instructor.**

**Incomplete (I) grades will be assigned in accordance with University regulations.**

**Cheating and plagiarism will be addressed according to University policy. At a minimum, the penalty for either of these offenses is a failing grade in the course.**

**Because of their disruption to the class, cellular phones and beepers are not permitted. If you are required by your job to use these devices, please keep them at the lowest functional setting and excuse yourself to respond.**

**This syllabus is subject to change as deemed necessary.**

Course Calendar

June 6

*Course Overview & Pretest*

June 13

*Theories & Models of Chemical Dependency*

Readings: Fisher, G.L., & Harrison, T.C. (2000). Model of addiction. *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (pp. 36-51). Boston: Allyn and Bacon.

➤ 1<sup>st</sup> Article Critique DUE

June 20

*Physiological/Physical/Behavioral Effects of Chemical Dependency*

Readings: Text, ch. 2, 3, 4

Ferrin, J.M. (1994). Drug efficacy in the treatment of Wernicke and Korsakoff syndromes: A review for rehabilitation professionals. *Journal of Applied Rehabilitation Counseling*, 25(3), 32-36.

June 27

*COAs/ACOAs and Family Issues*

Readings: Text, ch. 7

Stevens, P., & Smith, R.L. (2001). Family therapy in substance abuse treatment. *Substance abuse counseling: Theory and practice* (II. 201-226). Upper Saddle River, NJ: Merrill

➤ 2<sup>nd</sup> Article Critique DUE

July 4 –

NO CLASS

**July 11**

***Special Populations: Gender Issues/Adolescent Issues/Cultural Diversity/Dual Diagnosis***

**Readings: Text, ch. 10 (pp. 406-421) (pp. 359-375), ch. 11**

**Harley, D.A. (2000). Women, drugs, and AIDS: Implications for rehabilitation counselors. *Directions in Rehabilitation*, 11(6), 67-79.**

**Westermeyer, J. (1995). Cultural aspects of substance abuse and alcoholism. *The Psychiatric Clinics of North America*, 18(3), 589-605.**

➤ **3rd Critique DUE**

**July 18**

***Individual & Group Therapy/Relapse Prevention***

**Readings: Stevens, P., & Smith, R.L. (2001). Individual and group treatment. *Substance abuse counseling: Theory and practice* (pp. 179-200). Upper Saddle River, NJ: Merrill.**

**Fisher, G.L., & Harrison, T.C. (2000). Relapse prevention. *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (pp.236-252). Boston: Allyn and Bacon.**

**July 25**

***Evaluation & Assessment/Treatment and Intervention***

**Readings: Text, ch.8, 9**

**Doweiko, H.E. (1996). Treatment formats for chemical dependency rehabilitation. *Concepts of chemical dependency* (pp. 348-359). Pacific Grove, CA: Brooks/Cole.**

➤ **4<sup>th</sup> Critique DUE**

**QUIZ (distributed as a take home)**

**August 1**

**QUIZ DUE (either by drop-off, email, or fax)**



**Presentation Guidelines & Grade Sheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Turn in this sheet at the beginning of your presentation.****\_\_\_ Introduction (10)****\_\_\_ Purpose****\_\_\_ Organizer (what you plan to do)****\_\_\_ Comprehensiveness of Presentation (25)****\_\_\_ Content****\_\_\_ Applicability****\_\_\_ Logical Flow****\_\_\_ Conclusion****\_\_\_ Delivery (10)****\_\_\_ Avoid Use of Labeling Language (1 point deduction per use)****\_\_\_ Avoid Use of "You Know" (1 point deduction per use)**

**Note: You will not be graded down for type of format used. This section is graded based on how well the information is presented. DO NOT read to the audience (this will cost you points) Be creative.**

**\_\_\_ Resources (5)**

**At a MINIMUM you must provide each person in the class with an outline of your presentation. Other handouts that you plan to use will be at your discretion.**

**\_\_\_ Total (50)****Instructor Comments:**

**Mail Message 3 of 268**

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**From:** Debra A. Harley  
**To:** crystal@uky.edu  
**CC:**  
**Date:** 01/13/04 01:47 pm  
**Subject:** Re: Re: 500 level classes  
**Attachments:**

>For RC 558 - graduate student requirements: 2 exams, a paper, and 3  
>article critiques. Undergraduates will not do the sticle critiques.

For RC 530 - graduate students will respond to 10 questions, maintain  
a reflective log, and conduct a marked counseling session.  
Undergraduates will not do the counseling session.

For RC 540 - graduate students will write a paper, complete 4 article  
critiques, respond to five questions, and do a presentation.  
Undergraduates will not do the 4 critiques.

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