



Master of Addiction Counseling

Master of Science in Psychology of Addiction Counseling

Máster en Consejería Psicológica de Adicciones (MSc)

Program Catalog

2017

DIRECTOR OF THE SCHOOL OF COUNSELING AND APPLIED PSYCHOTHERAPY



Rev. Fr. George Gonzalez

M.T.S., M.A., Ph.D. Ph.D.

Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling, is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

EDUCATION

Bachelor of Arts in Spanish, 5/82 College of Santa Fe, New Mexico

Bachelor of College Studies, 5/81 College of Santa Fe, New Mexico

Master of Theological Studies, 5/9/87 Saint Meinrad School of Theology, St. Meinrad, Indiana

Master of Arts in Counseling & Religion, 1990 Liberty University, Lynchburg, Virginia

Doctor of Ministry, 1999 The American Christian College & Seminary, Oklahoma

Ph.D. in Social Sciences and Psychology, 2015 Universidad Central de Nicaragua UCN, Nicaragua

Ph.D. in Psychology, 2017 Universidad Central de Nicaragua UCN, Nicaragua



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LICENSURES & CERTIFICATIONS

Certified Clinical Criminal Justice Specialist, By: National Association of Forensic Counselors

Master Addiction Counselor, By: National Association of Forensic Counselors

Certified Psychiatric Rehabilitation Practitioner, By: The Psychiatrist Rehabilitation Association

License Marriage and Family Therapist- Supervisor - State of Texas

Certified Addiction Specialist-American Academy of Health Care Providers

License Professional Counselor- State of Maine

License Professional Clinical Counselor –State of Maine

License Marriage and Family Therapist - State of Maine

License Pastoral Counselor- State of Maine

American Board of Medical Psychotherapists -Board Clinical Certified Medical Psychotherapist

American Psychotherapy Association Clinical Member –Fellow

Board Certified Clinical Counselor and Supervisor, by: The College of Counselors

Board Certified Professional Counselor- American Psychotherapy Association

National Association of Cognitive Behavioral Therapist-Certified Cognitive Behavioral Counselor

Master Addiction Counselor by: National Certification Commission for Addiction Professionals

National Certified Psychologist, By: The Professional Psychologist Certification Board

Board Certified Clinical Psychotherapist, By: The Professional Psychologist Certification Board

Certified Pastoral Counselor, By: The American Association of Pastoral Counselors-Fellow

Board Certified Clinical Correctional Chaplain, By: The American Association Correctional Chaplains

Certified Correctional Chaplain, By: American Catholic Correctional Chaplains' Association

Board Certified Chaplain, By: Health Care Chaplaincy Network- Spiritual Care Association

Board Certified in Pastoral Care, By: The International Association of Christian Chaplains, Inc.

Board Certified Alcohol and Drug Counselor-Diplomate, By: Texas Certification Board of Addiction Professionals-Also certified by IC&RC

Board certified Advanced Alcohol and Drug Counselor, By: Texas Certification Board of Addiction Professionals Also certified by IC&RC

Certified Specialist Pastoral Thanatologist, By: American Institute of Healthcare Professionals, Inc.

Certified Addictions Treatment Counselor, By: The Addiction Counselor Certification Board of California

Master Counselor in Addictions, By: Breining Institute

Certified Clinical Psychotherapist, By: The World Council for Psychotherapy

Certified Forensic Investigation Professional, By: International of Certified Forensic Investigation Professionals

Licensed Clinical Christian Psychologist-Licensing Board of Examiners, By: The Federal Association of Christian Counselors and Therapists, Inc.

MsC Program

Entry requirements:

Bachelors degree or equivalent first degree or admission evaluation

Program duration: Official study time for the MASTER program is one year (72 ECTS).

Taught Masters MSc: 72 ECTS in coursework and capstone project.

Degree options:

UCN Universidad Central de Nicaragua MSc in Psychology of Addiction Counseling

Dual degree programs:

Universidad Azteca MSc Psychology (Addiction Counseling) plus

UCN Universidad Central de Nicaragua MSc in Psychology of Addiction Counseling

Plus optionally

UCAM Universidad Católica San Antonio de Murcia (Spain) Magister in Addiction Counseling

Program modality:

Online Master program.

The Master curriculum consists of at least **72 ECTS credits** of postgraduate study, offered as modular fashion. MSc-candidates in the program complete 10 required modules/courses (60 ECTS credits), plus a final Thesis/Dissertation (12 ECTS credits).

Level:

Postgraduate

Objectives of the Program

Addiction Counseling

Drug abuse is an “equal-opportunity affliction.” Historically, probably since the beginning of time, humans have sought out or discovered by accident compounds that have medicinal as well as hedonic effects. As a society, the consequences of improper drug use has also been recognized and attempts to regulate its use is found in the literature going back as far as 2240 B.C.. Unfortunately, what is not widely recognized is that the use of legal drugs including alcohol and tobacco cause far more deaths, sickness, violent crimes, economic loss and other social problems compared to the use of all illegal drugs combined.

This course provides an overview of the principles of substance-related addictions And the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, risk and protective influences that act on the course of addiction and its adverse health consequences. The impact of policy and economics will be studied. Effective interventions and treatment modalities will be discussed. While the emphasis of the course is on addiction to substances (alcohol, tobacco, drugs), the emerging class of non-substance addictive behaviors (food compulsions, internet/gaming, shopping and pathological gambling) will also be discussed.

COURSE OBJECTIVES

After successfully completing this course, student will be able to:

Identify the unique role of social work among the many professions involved in addressing substance abuse.

Know the diagnostic criteria for substance use disorders and be able to use these criteria along with other assessment strategies to identify consequences of use and the level of risk.

Demonstrate the ability to engage the client in setting meaningful, obtainable goals in order to employ appropriate interventions.

Possess a working knowledge of psychopharmacology that includes how drugs are introduced into the body, enter the circulatory system, produce their effect, and are then eliminated.

Identify and be familiar with a variety of national, state and community resources that are available for the education, prevention, support and recovery of individuals, groups, and families.

Be familiar with the current laws, federal, state, and local public policies that impact substance abusers and others in the social environment.

Demonstrate an understanding of the needs of diverse populations in the assessment, diagnosis and intervention of substance abuse.

Social Work Practice Competencies



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Course Requirements:

1. Regular participation in activities are mandatory.
2. Completion of all the readings assigned and projects/papers required. To maximize your learning through online meetings, you are expected to complete the assigned readings before the meeting. Throughout the semester, you will be required to complete several projects/papers and submit them by the specified due dates arranged with your tutor.

Competencies:

Define addiction and identify its core features and diagnostic criteria.

Illustrate the various theories of addiction.

Understand the developmental course of addiction.

Recognize its adverse health consequences and co-occurring disorders that occur in conjunction.

Differentiate between the pharmacological and neurobiological underpinnings of addiction to various drugs.

Identify the genetic and environmental factors associated with addiction.

Obtain a basic understanding of interventions and treatments for addiction.

Understand how policy, economics, taxation, legislation and other regional parameters influence addiction.

Appreciate other addictive behaviors.

Tuitions

Tuitions vary by the duration of program (short or regular) and the single or dual degree options. For applicable tuitions, please, see the tuitions sheet of the MSc programs of UCN and Universidad Azteca European Programmes.

Tuitions are due in full with enrolment for the complete program.

Refund policy

Tuitions are due in full with enrolment. Once the program has started (tuitions collected) no tuitions will be repaid. Students, who do not pay tuitions after admission are not enrolled.

Degree Regulations

The applicable degree regulations for MSc and dual degree programs of UCN and Universidad Azteca apply.

Duration and workload of a course

Successful completion of a course with a workload of 6 ECTS credits is estimated to be approximately 150 hours. Students should allocate approximately eight hours a week for reading, personal study, completion of reflection activities and submission of assignments. There is one marked assignment per module. Courses are offered on a part-time basis and are designed to be completed within four months. The asynchronous e-learning mode of the program allows students to proceed at their own pace.

Study language

The program is conducted in English. English proficiency is required for the Master program.

Student Support

The program is administered and provided by UCN and Universidad Azteca European Programmes on behalf of the universities. Students are eligible for UCN and Universidad Azteca European Programmes student support regarding tutoring and assistance in the program.

This is an online class, so the provision is different from courses taught face-to-face in a classroom. For an online class, it is important to schedule time wisely. Students need to feel comfortable studying online from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how students spend that time is different.

The instructor is accessible for out-of-class tutoring and consultation regarding course performance and academic achievement. The instructor will make every effort to resolve problems and is available by telephone within 48 hours generally. If you need to speak with the instructor, e-mail him and schedule a conversation.

The goals of this course are consistent with the mission of the School.

School of Counseling and Applied Psychotherapy Mission Statement:

The counseling psychology program has as its mission the preparation of counseling psychologists as addiction, family and marriage counselor, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal development of the individuals they serve and enhance the environments in which those individuals function.

Counseling Psychology Program Training Goals:

Graduates who are competent scientist-practitioner generalists.

Graduates who have found a particular path within the specialty of Counseling Psychology, about which they are both competent and passionate.

Graduates who are lifelong learners committed to the development of individual strengths and professional collaboration by providing a positive professional learning environment characterized by cooperation and respect.

Academic Rules & Regulations: Criteria for Marked Assignments (TMA, CMA)

Marking Criteria

Assessment is a very important part of a course. The assessment on a course is designed to enable graduates to practise and demonstrate the learning outcomes. The marks they receive in the final stage constitute their degree results. However, before that, and arguably even more importantly, feedback on the work supports their learning by helping them understand what is expected of their work at this level, analysing what they have achieved so far, and indicating how they can improve their work in future.

All assignments will be given a percentage mark. The pass mark for an assignment is 70%. Assignments will be assessed on the basis of presentation and the demonstration of skills, knowledge and understanding.

Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module.

Subject-specific criteria may also be available. Please refer to the course handbook.

The relationship between course learning outcomes and marking criteria:

A course is designed to enable students to demonstrate the learning outcomes by completing the assessments. The work will be assessed through the marking criteria, which have been developed to help tutors give students clear and helpful feedback on their work. The course handbook shows the relationship between the course and unit learning outcomes and the marking criteria.

Additional criteria for marking coursework

- Work that significantly exceeds the word limit specified for an assignment may be penalised.
- Students who fail to submit coursework in the correct format may have their work penalised.

Grade distinctions

At taught levels students may be awarded one of the following:

- **Excellent:** Students will be awarded a Distinction if they achieve an average result of **98% or above** in modules as well as a Excellence mark in the dissertation.
- **Very Good:** Students will be awarded a Very Good if they achieve an average result of between 90% and 97% in modules.
- **Good:** Students will be awarded a Good if they achieve an average result of between 80% and 89% in modules.
- **Pass:** Students will be awarded a Pass if they achieve an average result of between 70% and 79% in modules.
- **Fail:** Students will be considered to have failed if they achieve an average result of below 70% in modules.

Criteria for a Masters degree with thesis

A Research Masters Degree is awarded to students who will have shown originality in the application of knowledge and who understand how the boundaries of knowledge are advanced through research. They must demonstrate the ability to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

Research Masters are awarded to students who, through the production of an extended thesis, have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student:
 - To evaluate critically current research and advanced scholarship in the discipline.
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make informed judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
2. Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Research Master graduates will have:

1. The qualifications and transferable skills necessary for employment requiring:
 - The exercise of initiative and personal responsibility.
 - Decision making in complex and unpredictable situations.
2. The qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.



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THESIS GRADING STANDARDS / CRITERIA

CRITERIA	100	90	80	70	Fail
Research: Purpose 30%	Purpose is clear; original ideas	Clear thesis; some independent thought	Recognizable thesis but lacks of original, significant purpose	Contains thesis but purpose is not always clear	No clear purpose; often does not correctly respond to the assignment
Development 30%	Thesis is imaginatively, logically and precisely developed; analysis guides development	Examples support the thesis in an orderly and logical fashion; analysis predominates, but some descends into narrative	Adequate development; some evidence of analysis, but narrative guides development	Some development	No development
Organization 15%	Well organized; not mechanical or imposed	Clearly, logically organized; transitions are sometimes strained	Organized; predictable, mechanical sequence	Some evidence of organization; not clearly followed	No apparent principle of organization; no apparent rationale for paragraphing
Source materials 10%	References to materials are appropriate and significantly related to purpose	Most references to materials are appropriate and related to thesis	References to materials are appropriate but not always related to thesis	Few references to materials; references seldom related to thesis	No references to materials or references are irrelevant
Sentence Structure 5%	Sentences are varied in length and structure	Sentences are usually varied	Very few errors in sentence structure; some variation in length and structure	Errors in sentence structure; no variation in length and structure	Frequent sentence structure errors; some indicate a failure to understand the basic grammar of the sentence
Diction 5%	Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions	Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices	Word choice is generally correct; range of words is limited, and in some cases the wording is abstract and imprecise	Vague, ordinary words; relies on clichés and jargon	Words that should be within the range of college students are misused or confused
Grammar/ Mechanics 5%	Virtually free from grammatical/mechanical errors	Generally correct mechanically; some problems with complex grammar and punctuation traps	Some errors in syntax, agreement, pronoun case and reference, spelling and punctuation	Sentence fragments and run-on sentences, and basic errors in syntax, agreement, reference, spelling and punctuation	Frequent misspellings, syntax errors, and other basic errors make comprehension difficult

HOW TO STUDY THE COURSE AND SUBMIT THE TUTOR MARKED ASSIGNMENT TO UNIVERSIDAD AZTECA / UCN EUROPEAN PROGRAMMES (TERM PAPER)

- **1. Select the course**
- **2. Buy one book from the suggested list.**

These courses include reading suggestions of books that are not available for free (meaning you have to buy them if you want to take full advantage of the course). The proposed textbooks selection is the direct result of what we consider the best options to meet the course contents. You should start your selection from the top and select one of them.

- **3. You study the course on your own.**

With these self-education courses you will not access any tutoring, teacher guidance, classroom discussions or the group study sessions encountered in a traditional online degree program. Still, you will find that the recommended bibliography is surprisingly comprehensive. Universidad Azteca provides teachers or evaluators for evaluation of your course assessment. **The report must be submitted to the Universidad Azteca / UCN European Programmes appointed tutor or supervisor by email attachment .pdf, or .doc formats) with the corresponding evaluation request.**

- **4. Get the most out of a course.**

Ultimately, what each student gets out of online learning depends on his or her own investment into the process. Our classes are a real university education, helping you build the core and advanced knowledge in a certain subject. Purchase the recommended reading books, take your study process seriously, and you will actually learn.

- **5. Course credit certification.**

Studying a book on your own does not guarantee that the course learning outcomes have been met. In order to get a complete course credit certification you need to demonstrate that you have met the course learning outcomes. You may do so with the presentation of a 15 – 25 pages report about the selected book. In order to pass the course, students are required to submit a report that meets the following minimum requirements:

- **Extension:** Minimum of 15 pages. Single line spacing, font size 12, on white paper and typed or legibly handwritten on one side of the page only.
- **Language:** Report should be written in Spanish or English or German (unless another language is authorized by Universidad Azteca / UCN European Programmes)
- **Cover:** Front page should include the student's full name, course name, and the complete textbook data (title, author, publisher) and the date.
- **Structure:** A one page table of contents should follow the cover page. Then the content of the report should follow as indicated in the table of contents. We recommend that the report's length does not exceed 25 pages.

- **Content:** A comprehensive synopsis (summary or synthesis) of the selected textbook has to be developed according to the organization and hierarchy established by the table of contents. Examples, case studies or expressed opinions from the student should be included as applicable to illustrate the student's critical thinking and the application of the theoretical concepts.
- **Final conclusion:** The last page of the report should be devoted to a final personal conclusion and/or global summary of the contents exposed in the report.
- **Textbook:** The report should be based on one selected textbook that must be specified in the cover or front page. Select the most relevant textbook from the list provided.

A report not meeting these requirements will not be accepted by the University or submitted for evaluation.

EVALUATION, TUTORING & REPORT WRITING PROCESS

TUTOR MARKED ASSIGNMENTS

The self-learning academic courses do not offer any tutoring or academic guidance. However, the evaluation of the report is included. Hence these are Tutor Marked Assignments.

Assignments/Projects:

The main purpose of TMA's is to make sure students' understanding and mastery of the structures, basic concepts, and key terms of theories introduced in a course.

Case conceptualization TMA is a professional write-up identifying underlying psychological or social/cultural factors and describing what might have contributed to the presenting problems of a given case, based on one or more particular counseling theories.

Theory critique: Pick a theory and critique it from a disciplinary perspective. Your paper needs to contain the following elements:

Pick one theory from those presented in the text book. Describe its characteristics and discuss its efficacy (cite at least one reference that presents empirical evidence to support the theory).

b. Describe its limitations or applicability from a disciplinary perspective. Use "examples" (clinical example, personal experiences, etc.) to illustrate your points. You are also encouraged to cite the critiques from the literature (cite them properly in APA style).

c. To propose and discuss "solutions" that you see fit to address the limitations.

d. You need a reference list containing at least 3 references. You need to prepare the paper in APA style, 15-20 page long and double spaced.

4) Personal theory paper. This is a 15-20 page long, double-spaced integrative personal scientific theory paper. Basically, the paper will be your first attempt to put together a

scientific model consisting of a set of theoretical constructs that are aligned with your personal values and beliefs. At this stage of your professional development, you are encouraged to “quote” or integrate concepts from existing theories, instead of creating new sets of theoretical constructs. This paper should be prepared in APA style.

5) Presentation. The presentation is an opportunity for you to share your learning with the class and enrich other students’ learning by your sharing yours with them. You are expected to make a free style presentation that contains, at minimum, major elements of your critique to one or more theories from a multicultural point of view and your own scientific theory. Try to present to your classmates about what you have learned this course and what are some of the growth experiences you have obtained through this class.

EVALUATION

Universidad Azteca/UCN European Programmes will provide you with a feedback of the evaluation of your report. If you fail, the University will notify you the reasons why your report failed and you will be given one more opportunity to resubmit the report with the required improvement. If you fail a second time you will be dropped from the course certification process.

Universidad Azteca/UCN European Programmes will send your work for evaluation to one of our associated instructors. The evaluation of your work starts at the time of receipt by Universidad Azteca. Evaluation may take from 2 to 8 weeks depending on the availability of the appropriate instructor.

The evaluation method encourages developing of thinking ability and information processing. It is based on 4 criteria graded on a 0 to 4 scale.

40% Theoretical Content.

- *The way the report corresponds to the selected textbook and reflects it.*
- *Evaluation of contents comprehension, synthesis skills and concept interaction.*
- *Report contents are valued only a 40% of the final grade because UA considers they should be correct given the fact that the textbook is available for the student during report elaboration.*

30% Applicable content.

- *How the subject is mastered through the use of a case study, examples or comments.*
- *How the information is applied to subject related problem solving.*

20% Format:

- *The organization and presentation of the information and the overall report.*
- *Evaluation of course data organization, hierarchy and interrelationships, and clarity of presentation.*



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10% PQT- Personal Quality Thinking:

- *Evaluation of student's analysis criteria and critical thinking reflected in writing and presentation style, expressed opinions, comments and conclusion.*

GRADING

The Universidad Azteca / UCN European Programmes uses the following grading scale for Tutor Marked Assignments

4.0- Excellent	99-100%	Exc
3.5- Very Good	90-98%	MB
3.0- Good	80-89%	B
2.5- Satisfactory	71-79%	P (Minimum passing grade)
2.0- Unsufficient	61-70%	U
1.5- Fail	<60%	F



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STUDY PLAN

MASTER OF PSYCHOLOGY IN ADDICTION COUNSELING

Master of Science in Psychology of Addiction Counseling

TYPE AND WORKLOAD OF PROGRAM

TYPE: UCN award, official Masters degree.
LEVEL: Second cycle, level 7 EQF, university Masters level award.
WORKLOAD: 72 ECTS

State chartered legal personality and recognition of UCN as autonomous university in Nicaragua by Act of Legislation of National Assembly: authorised by National Council of Universities CNU in Session No. 10-98 of 18. November 1998 and approved by National Assembly Decree No. 2822.
Master program in the sense of Art. 82 of Ley General de Educación according to Art. 9 Ley de Autonomía de las Instituciones de Educación Superior de la UCN Universidad Central de Nicaragua.

AWARDING UNIVERSITY AND TARGET GROUP

AWARDING UNIVERSITY: Universidad Central de Nicaragua UCN, Managua.
UNIVERSITY DEPARTMENT IN EUROPE: UCN European Programmes.
TARGET GROUP: Master students interested in study in Environmental Studies with UCN pursuing the completion of the program by thesis / course module examination.
SPECIALISATION: Addiction studies at level 7 MMC (EQF)
DISCIPLINES: Addiction and Family Counseling.
STUDY LANGUAGE: English, German, Spanish
ADMISSION REQUIREMENT: Bachelor or equivalent degree or qualifications

The program in Addictions Studies with an emphasis in Addictions Counseling Therapy is developed and instructed by Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling. He is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

The program in Addiction Counseling Studies (ACS) addresses general areas of counseling psychology such as theories of personality, counseling theories and techniques, testing and measuring, ethics in counseling, group counseling, marriage and family counseling, statistics, and research methods; as well as particular areas of Addiction Counseling such as pharmacology and addictions, assessment methods in addictions counseling, drug abuse and counseling, alcoholism and addictions counseling, children and addictions, including a final thesis. Students need to pass the following 10 core courses of the curriculum.

Modality and Course Team

MODALITY: e-learning and distance education modality.

COURSE TEAM: Prof. Dr. Gerhard Berchtold (Dean), Prof. Dr. Friedrich Luhan (Vice Dean), Prof. Dr. Jorge González (Program Director).



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Study Plan – Courses

Transfer credits – Mandatory courses	Test mode	ECTS (credit hrs)
ACS 525-Pharmacology & Addictions	Term Paper & Online Test	6 (3)
ACS 529-Co-Occuring Disorders	Term Paper & Online Test	6 (3)
ACS 530-Counseling Techniques Theories	Term Paper & Online Test	6 (3)
ACS 531-Family Issues & Addictive Disorders	Term Paper & Online Test	6 (3)
ACS 535- Counseling Chemical Dependency Adolescents	Term Paper & Online Test	6 (3)
ACS 560-Assessment Methods in Addictions Counseling	Term Paper & Online Test	6 (3)
ACS 580-Ethics in Counseling	Term Paper & Online Test	6 (3)
ACS 595-Drug Abuse & Counseling	Term Paper & Online Test	6 (3)
ACS 600- Group Counseling Theory and Practice	Term Paper & Online Test	6 (3)
Mandatory Science Module	Test mode	ECTS (credit hrs)
ACS 649- Research Project	Presentation	6 (3)
Thesis / Rigorosum Examination	Test mode	ECTS (credit hrs)
ACS 650- Thesis in the Specialisation (Major)	Written thesis presentation and defense	12 (6)
WORKLOAD	Test mode	ECTS (credit hrs)
ECTS (credit hours)	Defence / Rigorosum	72 (36)



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ETHNIC AND MULTICULTURAL COUNSELING

ACS 502- 3 CREDIT HOURS

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: The purpose of this course is to familiarize the students with the concepts and paradigms used in counseling diverse populations, and the development of multicultural competencies. Students preparing to work as professional counselors must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all clients. Students will study the main characteristics and needs of multicultural groups including African Americans, Asian Americans, Hispanic Americans, Native Americans, women, gay and lesbians, people in poverty, people with disabilities, people who are gifted and talented, and, people who are elderly. The purpose of this course is to provide students an opportunity to gain multicultural competency as professional counselors. Students will be exposed to current issues in broad diversity constructs: culture, national origin, language, physical appearance and ability, sexual orientation, spirituality, SES. This online course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures and personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about cultural specific issues will be addressed including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation and disability. Completion of this course will provide the student an understanding of current theories, trends, and issues in counseling special populations; relevant skills to work with diverse populations; and strategies for studying and changing organizations and communities understanding, attitudes, and behaviors towards multicultural groups. The Association for Multicultural Counseling and Development (AMCD) lists Multicultural Counseling Competencies grouped by attitudes, beliefs, knowledge, and skills in areas related to awareness of our own cultural values and biases, awareness of client's worldview, and culturally appropriate intervention strategies (Arredondo, et al., 1996).

COURSE OBJECTIVES: The objectives for this course are:

This course seeks to refine the students' awareness of and ability to counsel clients across a range of diversity.

The student will have a greater understanding of the development of concepts of race and culture has developed and how it applies more specifically to the counseling profession.

The student will gain a greater understanding of and appreciation of differences. The student will gain a greater understanding of how cultural differences has been treated by testing and assessment processes.



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The student will gain a greater understanding of the various aspects and considerations when treating someone from a different culture.

The student will gain a greater understanding of the various cultures and how that influence how they deal with being involved in counseling and how the counselor can address issues during the course of counseling.

The student will gain a greater understanding of the impact their cultural background has on their counseling.

The student will gain a greater understanding of the cultures of: African Americans, Asian Americans, etc.

The student will gain a greater understanding of how to provide culturally sensitive counseling services to clients who are: African American, Asian Americans, etc.

The student will gain a greater understanding of the issues related to culture as it applies to the meaningful and effective counseling services.

The student will gain a greater understanding of the strategies they can take when dealing with clients from cultures different from their own.

COURSE OUTCOMES

To cognitively and intuitively understand the various complex dimensions of different cultures with sensitivity, respect and appreciation.

To gain insight into how to best counsel and disciple people from diverse cultures.

To acquire objective and subjective knowledge about the specific skills associated with multicultural counseling.

To apprehend a broad theoretical base regarding the counseling skills necessary to address the mental health needs of diverse clients, which will involve a concentration on prevention, intervention and crisis management.

Students will acquire knowledge and skills of:

Multicultural and pluralistic trends, including characteristics and concerns.

The nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors.

Theories of identity development: attitudes, beliefs, understandings, and cultural experiences.

Principles of multicultural counseling, multicultural competencies, including individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

Counselors' roles in promoting social justice through advocacy and conflict resolution.

Cultural self-awareness.

Ethical and Legal considerations.



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CACREP REQUIREMENTS:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, 2009), the foundations topics for SOCIAL AND CULTURAL DIVERSITY include all of the following:

multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
theories of multicultural counseling, identity development, and social justice;
individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

TEXTBOOK:

Ethnic and Multicultural Drug Abuse: Perspectives on Current Research: Vols 1-2. Jun 11, 2014 by William Liu and Joseph Trimble-ISBN-13: 978-1560243212

SUGGESTED BOOKS

American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.

Zulu, Princess, K., & Collins, B. A. (2009). Warrior Princess: Fighting for Life with Courage and Hope. Intervarsity Press.

Smith, L. (2010). Psychology, Poverty and the End of Social Exclusion. Teachers College Press.

Kristof, N. & WuDunn, S. (2009). Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Knopf Publishers.

Sue, D. W. & Sue, D. (2013). Counseling the Culturally Diverse: Theory and Practice. (6thEd.). New York, NY: John Wiley & Sons, Inc.

EXAMINATIONS: The will be a final test true/ and false, and multiple choice test.



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GRADING: The grading scale for this course is as follows:

91-100%	=	A
81-90%	=	B
71-80%	=	C
Below 70%		Failed

COMMUNICATION: You are encouraged to communicate with me. I am available as a teacher, coach, tutor.

Pharmacology & Addictions

ACS 525

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: Welcome to Pharmacology & Addictions. This course covers an account of the effects of psychoactive drugs on the brain and their behavior. Learning about current trends that mark today's drug climate as students explore the social, psychological, economical and biological reasons why drug use and abuse occur. Students will also learn about current pharmacotherapies/treatments for individuals suffering from a substance use disorder. Topics include: Brain areas targeted by addictive drugs. Actions of addictive drugs on individual neurons. Nicotine, alcohol, and opiate addictions. Hallucinogens. Public policy for managing addiction in society. Introduction to pharmacology and addictions. Understanding of the biological basis for drug abuse and addiction. Major topics include: pharmacodynamics, pharmacokinetics, introductory neuroanatomy, introductory neurophysiology, alcohol use and abuse, opiate use and abuse, cocaine and amphetamine abuse, barbiturate use and abuse, benzodiazepine use and abuse, hallucinogen abuse. The relationship between the increased illegal use of prescription opioids and the rising increase in accidental opioid overdose deaths. This course will consider the benefits and consequences of drug use (legal and illegal). The mechanism(s) of action and therapies for drugs of abuse will also presented. Students will also be introduced to the roles of different health care professionals, and the challenges of therapies; what is available for the patient.

COURSE OBJECTIVES: Upon completion of this course, you will be able to:

- 1). Become familiar with each psychoactive drug.
- 2). Become familiar with the actions, uses and side effect of the psychoactive drug.
- 3). Become familiar with the special topics in psychotherapeutics.
- 4). Become familiar with the agents primarily considered as Drugs of Abuse.
- 5). Become familiar with the drugs that depress brain function (sedatives).
- 6). Become familiar with the drugs that stimulate brain function (Psychostimulants).
- 7). Become familiar with antidepressant drugs.
- 8). Become familiar with Child and Adolescent Psychopharmacology.
- 9). Become familiar with Psychedelic Drugs.

Upon successful completion of this course you should be able to demonstrate a working knowledge of:

The principles of drug abuse; trends and statistics; differing commonly abused drug groups

The differing biochemical mechanisms of drug action for commonly abused drugs

The latest biological, psychological, social-psychological, and sociological perspectives related to drug use and abuse



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The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society.

The signs and symptoms of drug abuse; why it is important

Drug abuse prevention and treatment strategies; utilization of drugs/medications for the drug dependent individual

The challenges in developing effective medications for addicted individuals

TEXTBOOK:

Foundations in Behavioral Pharmacology: An Introduction to the Neuroscience of Drug Addiction and Mental Disorders- Paperback – November 1, 2008, by Mark Stanford (Author)
ISBN-10: 1440472920

Recommended Textbooks

Addiction: From Biology to Drug Policy. Paperback: 353 pages. Publisher: Oxford University Press; 2 edition (September 6, 2001). ISBN-10: 0195146646. ISBN-13: 978-0195146646.

Goldstein A. Addiction: From Biology to Drug Policy". 2nd Ed. Oxford University Press, 2001.

McKim, WA, Drugs and Behavior: An Introduction to Behavioral Pharmacology. 5th Ed. Prentice Hall, 2003.

Erickson CK. The Science of Addiction: From Neurobiology to Treatment. Norton & Co, 2007.

EXAMINATIONS: Student at the end of the course will take a multiple/or true and false test.

GRADING:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ASSIGNMENTS: After reading the course material then you can take the test.

Co-Occurring Disorders

ACS 529

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW:

A person who has an alcohol or other drug problem combined with another mental health problem is said to have a co-occurring disorder that may require a dual diagnosis. In order to provide quality treatment services, the person will require treatment methods designed to address both mental health issues. The goal of this course is to provide students with an understanding of co-occurring disorders and their impact on the individual, the family and the community. The individual will be aware of the complexities of treating individuals with substance use disorder and psychiatric disorders. This course provides students with an understanding of co-occurring psychiatric and substance abuse disorders and their impact on the individual, family and community. We will focus on where the field is in regard to treating these disorders, on the assessment and screening for co-occurring disorders, integrating substance abuse treatment and mental health services, working with clients with co-occurring disorders, treatment settings, the most common mental disorders seen in substance abuse treatment, substance abuse induced mental disorders, common medications used for treating individuals with co-occurring disorders, and strategies for working with clients with co-occurring disorders. This course is designed to focus on the development of knowledge, skill, and theoretical frameworks applicable to the diagnosis and treatment of co-occurring disorders. Students will gain an understanding of chemical dependency and mental health, and look at best practice models of treatment. This course will help students learn to distinguish symptoms of dependency and addiction in conjunction with signs and symptoms of other mental health and/or safety issues.

COURSE OBJECTIVES:

This course is designed to prepare students to apply for state certification as Certified Drug and Alcohol Counselors (CADC)

The material presented is clinical in nature and may not be suitable for the general population of students.

Upon completion of this course, you will be able to:

Identify factors accompanying selected mental illnesses as they relate to an individual with addiction disorder. The student will be able to identify the need for integrated treatment systems, no closed door to treatment, case management, use the DSM to identify characteristics of mental illness, and describe special issues as they relate of the substance abuse counselor working with individuals experiencing coexisting mental illness and how their families are impacted.



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Develop a working familiarity with terminology from the mental health and addictions arenas that serve to form a basis for dual diagnosis.

Improve skills in assessment, treatment planning, and treatment for with co-occurring disorders.

Learn the clinical framework of concurrent treatment for dual-diagnosis clients

Understand the concepts of engagement and treatment framed as fundamental principles in dual diagnosis treatment

Review principles of group work in treating dual clients

Increase knowledge of psychopharmacological interventions most often used with dually diagnosed clients

TEXTBOOK:

Treating Co-Occurring Disorders: A Handbook for Mental Health and Substance Abuse Professionals (Haworth Addictions Treatment) 1st Edition, by Sharon Ekleberry (Author)
ISBN-13: 978-0789018021

Reference Materials:

DHHS TIP 42 Publication "Substance Abuse Treatment for Persons With Co-Occurring Disorders"

<http://www.ncbi.nlm.nih.gov/books/NBK14528/>

Developing Clinical Skills for Substance Abuse Counseling, Daniel Yalisove

Introduction to Addictive Behaviors, Fourth edition, Dennis L. Thombs

Publication Manual of the American Psychological Association, Sixth Edition.

Reference Texts and Websites:

Diagnostic and Statistical Manual of Mental Disorders, 5th Edition

Website: <http://dsm.psychiatryonline.org/book.aspx?bookid=556>

The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine.

Website: <http://www.asam.org/>

Treatment Improvement Protocol (TIP):

The following publications can be downloaded free of charge, online at SAMSHA
<http://www.samhsa.gov/> under publications, addictions:

TIP 34 Brief Interventions and Brief Therapies for Substance Abuse

TIP 35 Enhancing Motivation for Change in Substance Abuse Treatment

TIP 42 Substance Abuse Treatment for Persons with Co-Occurring Disorders

EXAMINATIONS: At the end of doing all the reading assignments the students will take a multiple choice/or True or False test.

GRADING:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ASSIGNMENTS: To read several pdf assignments, to dread several power point presentations and other electronic virtual assignments.



UNIVERSIDAD AZTECA
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Counseling Techniques and Theories

PSY 530

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS

General Course Information

This course serves as a basic introductory course in the master curriculum.

COURSE OVERVIEW: A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process. In this course you will examine broad landscape of counseling theory and techniques including social-cultural perspective, specific therapeutic skills and professional issues. You will examine the various theoretical approaches, the need to apply different therapeutic approaches with different client presenting problems and the areas of specialty that exist in the field of counseling. This course is designed to help students learn major theoretical systems of counseling and psychotherapy, with a special emphasis on how clients in therapy change and how to conceptualize clients' presenting concerns from theoretical points of view. Issues related to application of theory in practice, especially those related to individual/cultural diversity will be addressed and emphasized.

COMMUNICATION: You are encouraged to communicate with me. I am available as a teacher, coach, and mentor to assist you in meeting your goals for this course. Please keep my email address handy so that you can contact me whenever necessary. If at any time during this course you change your email address, please be sure to notify me right away.

COURSE OBJECTIVES:

Students who successfully complete this course will:

- understand the basic constructs and concepts of major counseling theories;
- become acquainted with the history of ideas and current systems of thought about psychotherapy and change mechanisms in the traditions of counseling practice and philosophy;
- understand the cultural biases and limitations of different theories as applied to minority populations in a multicultural society;
- be able to critically evaluate the major theories of counseling and apply them in case conceptualizations in a culturally appropriate manner;
- develop and expand personal multicultural awareness and understanding of counseling theories to begin developing your personal theories of counseling.

The student will have a greater understanding of counseling in the greater context of society, treatment settings, and its history.



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The student will have a greater understanding of the socio-cultural implications of counseling.

The student will have a greater understanding of therapeutic skills including the development of the client-counselor relationship, assessment and case formation, and others.

The student will have a greater understanding of professional issues such as clinical supervision, insurance, codes of ethics, etc.

The student will gain a greater understanding of role law and competence plays in the practice of counseling.

The student will gain greater understanding of various therapeutic models including psychotherapy, cognitive-behavioral approaches, humanistic-existential approaches.

The student will gain greater understanding of an eclectic-integrative approach to counseling.

The student will gain greater understanding of how counseling theory, concepts and techniques address client's presenting problems including alcohol problems, anger control, anxiety, etc.

The student will gain greater understanding areas of specialty in counseling including assertiveness, brief counseling, career counseling, etc.

The student will gain greater understanding of various modalities including group counseling, family and systems therapy, etc. The student will identify, explain, and/or describe generally accepted characteristics of effective counselors. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements. Students will identify, generate responses, and/or demonstrate appropriate behaviors which are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant. Students will identify, describe, and/or apply appropriate counseling skills to clients who are suicidal. Students will identify and/or list and describe the typical stages of counseling initial interview through termination. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices.

TEXTBOOK:

Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques, 2nd Edition, by John Sommers-Flanagan (Author), Rita Sommers-Flanagan (Author)

ISBN-13: 978-0471211051

Suggested Textbooks:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

Corey, G. (1996). Student manual for theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

American Psychological Association. (1994). Publication manual of the American Psychological Association. (6th ed.). Washington, D.C.: Author.

Murdock, N. L. (2013). Theories of counseling and psychotherapy: A case approach (3rd ed.). Columbus, Ohio: Prentice Hall. ISBN-13: 978-0-13-2659789-9.

Corsini, R., & Wedding, D. (Eds.) (2008) Current psychotherapies (9th ed). Belmont, CA. ISBN-13: 978-0-495-90336-9.

EXAMINATIONS: There is a multiple-choice examination of 40 questions.

GRADING: The grading scale for this course is as follows:

91-100% = A
81-90% = B
71-80% = C
Below 70% = Failed



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FAMILY ISSUES & ADDICTIVE DISORDERS

ACS 531

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW:

This course is designed to provide you with a thorough background in the techniques and theories of family issues and addictive disorders. Additionally, family therapy stretching from initial intake to termination will be examined to give you a broad view of how therapy changes over the course of treatment. The focus of this course is amelioration of problems associated with substance abuse and the interaction of macro and micro systems increasing risk and resilience in achieving this goal. In the macro sphere federal and state policies affect how substance use disorders are defined, who receives treatment, at what level, and at what cost. The micro sphere includes strengths and limitations of the personal relationships of family, friends and others who are impacted by and in turn impact the development of strengths and resources to aid in both prevention and intervention. The dimensions of diversity and the unique impact of age, race, class, color, culture, political ideology, disability, ethnicity, immigration status, gender.

This course is designed to help graduate students develop a family approach to the understanding of the problems of psychoactive substance misuse and dependency and other related disorders. The emphasis is on examination of the reciprocal interaction between the individual experiencing addiction and the various systems of family and marriage that impact misuse, addiction, treatment, and recovery. Sociologically, the course will recognize that the individual addict does not live in a vacuum but is both shaped by and shaper of his or her social and political environment. The strengths perspective and client-centered practices are emphasized throughout. Topics will include the nature of addiction, historical perspectives, strength-based helping strategies including harm reduction, the psychology of addiction, co-existing disorders, and social aspects of addiction including family risks and resilience, racial and ethnic issues, gender and sexual orientation, the nature of mutual help groups, and public policy issues. The content of the course will draw heavily on current research and emphasize critical thinking and analysis of the current controversies in the addiction field. The overall framework of the course rests on the foundation of the strengths perspective and client-centered practices.

Upon completion of the course, students will understand the reciprocal interaction between the individual addict and the various systems that impact addiction, treatment and recovery (such as genetics, family, SES, ethnicity, opportunity, values, and spiritual frameworks). The content of the course will draw heavily on current research and the process will emphasize critical thinking and analysis of the current controversies in the substance misuse field.

COURSE OBJECTIVES:

The addiction counselor seeks to reduce or eliminate the detrimental impact of substance use disorders at multiple levels (families, groups organizations, and communities). Students gain skills that assist in this effort through an ability to identify, assess, intervene and evaluate those struggling with substance abuse and dependency throughout the lifespan.

Upon completion of the course, students will understand:

The student will have a greater understanding in the family model of assessing marriage and family issues.

The student will have a greater understanding in the family model of the development, implementation and evaluation of interventions when counseling marriages and families.

The student will have a greater appreciation of what occurs prior to and what prompt a family to seek counseling.

The student will have an understanding of what is involved in conducting an initial interview with their client.

The student will have a greater understanding of the assessment process.

The student will have a greater understanding of how to focus counseling so subsequent sessions meet the client's needs.

The student will gain greater interviewing/treatment skills and be able to tailor interventions to meet the client's needs.

The student will gain greater understanding about how counselor services are provided based on whether they are serving an entire family, a couple or if one of the members has mental illness issues.

The student will have a greater understanding of how to become unstuck in counseling and what is involved in the final termination of services.

To gain a greater understanding of the counseling theories and methodology as they apply to marital counseling.

Explore the process of family counseling from the initial session to the final termination of services.

Students will learn about the nature of addiction; how the family framework can inform the complexities of addictive disorders, and the current controversies associated with various models of misuse and addiction. Historical perspectives that have influenced our modern practices. Help-giving models and their implications in addiction counseling work practice: harm reduction, mutual-help (Alcoholics and Narcotics Anonymous), abstinence-only models, cognitive/behavioral therapies, and strength-based practices such as solution-focused and narrative therapies. Addiction issues across the life span, from teenage to the elderly. Substance misuse with a coexisting disorder or disability. Special population issues, risks and resilience in various types of groups including families, racial and ethnic groups, males, females, and people with various sexual orientations. Related disorders such as eating disorders, problem gambling, and dysfunctional shopping. Mutual help groups that impact recovery.



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Competency:

Screening, Assessment, and Diagnosis of substance use disorders.

Apply the substance abuse and dependence criteria to several case examples to determine need for services.

Identify referral and treatment resources for specific cultural groups and advocate for client access to these resources.

EXAMINATIONS: After reading the course material then you can take the test.

GRADING: The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

TEXTBOOK:

Drugs in Perspective: Causes, Assessment, Family, Prevention, Intervention, and Treatment (B&B Health) 9th Edition, by Richard Fields (Author) ISBN-13: 978-0078028656



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Counseling Chemical Dependency Adolescents

ACS 535

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: By the time high school students have used an illicit drug at least once in their lifetimes. Many other substances, such as aerosol sprays and glues, are even easier for adolescents to obtain and use. Therapists need to be aware of the warning signs of an adolescent substance use disorder and the relationship between mental disorders and addiction in order to properly diagnose and treat these young individuals. The purpose of this course is to provide clinicians with knowledge of the issues related to the risks associated with substance use and addiction in adolescents. Topics include the abuse of active agent chemicals, affecting neural growth and development; the emerging body of evidence suggesting a relationship between chemicals abuse and psychotic disorders, a trend that has evolved in adolescent substance abusers in the past decade.

COURSE DESCRIPTION:

Provides comprehensive coverage and the latest information on a full spectrum of substance use disorders and the compounds commonly abused.

Identify the major types of substance use disorders in adolescents.

Describe factors that may contribute to the incidence of a substance use disorder.

Describe the impact of substance use on adolescent sleep patterns.

List treatment options for an adolescent substance use disorder

Course Objectives include:

Concerns About Substance Abuse?

What are the Substance Use Disorders?

Pharmacology.

Social Alcohol Use and its Effects.

Chronic Alcohol Use and its Consequences.

Barbiturates and Barbiturate-like Drugs.

Benzodiazepines.

Amphetamine and Amphetamine-like Compounds.

Cocaine.

Marijuana.

Narcotic Analgesics.

Hallucinogens.

Inhalants.

Anabolic Steroids.

OTC Analgesics.

Tobacco Use.

Neonatal Drug Exposure.

Addiction in Women.
Hidden Faces of Substance Use Disorders (Minorities, etc.).
Substance Use by Children and Adolescents.
Substance Abuse in College Settings (NEW CHAPTER).
Codependency.
Addiction and the Family.
Dual Diagnosis Issues.
Medical Model of the Addictions.
Psychosocial Models of the Addictions.
Spiritual Model of the Addictions.
Assessment of the Patient.
Intervention.
Treatment Settings.
Treatment Formats.
Treatment Process.
Pharmacotherapy (Pharmacological Treatment of Addictions).
Treatment Problems.
Support Groups.
Drug Use and Infections.
Drug Use and Crime.

SUGGESTED READINGS

Perkinson, R. R. (2012). *Chemical Dependency Counseling: A Practical Guide*, 4th Ed. Thousand Oaks, CA: Sage Publications, Inc. ISBN - 13: 978-1-4129-7921-4

Addiction Counseling Competencies: The Knowledge, Skills & Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21: <http://www.kap.samhsa.gov/products/manuals/pdfs/TAP21.pdf>

OR

http://kap.samhsa.gov/products/manuals/pdfs/tap21_2011.pdf

Confidentiality of Patient Records for Alcohol and Other Drug Treatment. Technical Assistance Publication (TAP) Series 13:

<http://kap.samhsa.gov/products/manuals/taps/13.htm>

Checklist for Monitoring Alcohol and Other Drug Confidentiality Compliance. Technical Assistance Publication (TAP) Series 18:

<http://kap.samhsa.gov/products/manuals/taps/18.htm>

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2014).

An Easy Guide to APA Style, 2nd ed. Washington, DC: Sage Publishing. ISBN: 978-1-4522-6839-2

American Counseling Association (ACA) 92014. AC A Code of Ethics
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

NAADAC Code of Ethics
https://www.myaccucare.com/_common/pdf/2011_naadac_code_of_ethics.pdf

<http://www.naadac.org/resources/codeofethics>

Substance Abuse Confidentiality Regulations: 42 CFR Part 2
http://www.samhsa.gov/about/laws/SAMHSA_42CFRPART2FAQII_Revised.pdf

Title 42, SUBCHAPTER A, PART 2 — CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS:

<http://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+42%2FChapter%2FSubchapter+A%2FPart+2&granuleId=CFR-1997-title42-vol1-part2&packageId=CFR-1997-title42-vol1&collapse=true&fromBrowse=true&bread=true>

<http://www.gpo.gov/fdsys/pkg/CFR-1997-title42-vol1/pdf/CFR-1997-title42-vol1-part2.pdf>

Understanding Health Information Privacy—Summary HIPAA Privacy & Security Rules
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf>

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/srsummary.html>

THE CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS REGULATION AND THE HIPAA PRIVACY RULE: IMPLICATIONS FOR ALCOHOL AND SUBSTANCE ABUSE PROGRAMS

<http://www.samhsa.gov/HealthPrivacy/docs/SAMHSAPart2-HIPAAComparison2004.pdf>

Applying the Substance Abuse Confidentiality Regulations to Health Information Exchange (HIE)

<http://www.samhsa.gov/healthprivacy/docs/EHR-FAQs.pdf>

TEXTBOOK:

Special Problems in Counseling the Chemically Dependent Adolescent (Journal of Adolescent Chemical Dependency) Oct 26, 1991 by Eileen S Sweet ISBN-13: 978-1560241638



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EXAMINATIONS: After you have read all the reading materials you will have a multiple choice/or true and false test.

GRADING:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ASSIGNMENTS: Text book.

Assessment Methods in Addictions Counseling

ACS 560

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This master course presents substance abuse studies, individual and group counseling and family systems approaches to prevention and intervention. The course provides an overview of models, assessment instruments to identify addictive behavior, methods and skills for treating addictions and collaborating with other health professionals. The course presents clinical models (developmental, solution-focused, biopsychosocial, motivational interviewing, stages of change, self-help) from which interventions are drawn. Emphasis is on building community and preventing relapse. This course will introduce you to assessment methods in addiction counseling with regard to relevant theories, applications, issues and ideas. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

When you finish this course, you will have an understanding of:

COURSE OBJECTIVES:

An evidence-based approach to interventions, treatment, and the recovery process will allow students to develop skills and best practices in working with clients in the community. The AODA Assessment, Diagnosis and Treatment Planning for Addictions / Substance Abuse Counseling student in this course is introduced to the process and tools for how AODA counselor collaborates with a client and others gathering and interpreting information for the formation of a diagnosis based on the criteria in the DSM-IV TR. This course teaches the student how to analyze and interpret the data gained in order to determine treatment recommendations and the ability to document findings, including a procedure for counselor and client developing treatment goals based on clients' identified strengths and weaknesses. Students learn how to collaborate with the client in identifying the strategies required to attain these goals.

Course objectives are derived from CACREP Standards on Clinical Mental Health Counseling Learning Activities & Experiences CMHC so that at completion of this course students will be able to demonstrate knowledge of:



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Theories (including the disease concept) and etiology of addictions.
Substance use disorders and process addiction , and recovery processes.
Biopsychosocial approach to assessment and counseling.
Screening/assessment instruments for substance use disorders and process addictions.
Application of stage of dependence, change, recovery to determine appropriate treatment modality and placement criteria within the continuum of care.
Appropriate counseling strategies when working with co-occurring disorders.
Appropriate use of culturally responsive systems modalities for counseling.
Commonly prescribed psychopharmacological medications and side effects.
Importance of family, social networks and community systems in treatment.
Research & Evaluation
Human Growth & Development
Counseling, Prevention & Intervention
Role Plays/ Assignments/ Experiential activities

The student will have an understanding of the history and cultural aspects of assessment methods.
The student will have a greater understanding of the ethical/legal implications of assessment methods.
The student will have a greater understanding of the various scales, data, etc. and their applications and limitations.
The student will have a greater understanding the various tests and testing and how to determine how well they reflect what they purport to measure.
The student will have a greater understanding of the concepts of reliability and its implications to assessment testing.
The student will have a greater understanding of the concepts of validity and its implications to assessment testing.
The student will have a greater understanding of how tests are developed for assessments.
The student will have a greater understanding of the various types of development of and application of intelligence assessments.
The student will have a greater understanding of the various types of development of and application of personality assessment instruments.
The student will have a greater understanding of the various types of development of and application of clinical assessment instruments.
The student will have a greater understanding of the various types of development of and application of various other instruments designed to measure neuropsychological performance, people with disabilities and in career and business settings.

TEXTBOOKS:

Substance Use Disorders: Assessment and Treatment (Practical Resources for the Mental Health Professional) 1st Edition, by Charles E. Dodgen (Author), W. Michael Shea (Author)
ISBN-13: 978-0122191602



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Readings to order/download include:

Motivation Enhancement Therapy Manual, NIDA Substance Abuse Treatment and Family Therapy, TIP 39

Addictions Counseling Competencies, TIP 21

EXAMINATIONS: After reading the materials the student will take a final test either of multiple choice or true or false.

GRADING:

91-100%	=	A
81-90%	=	B
71-80%	=	C
Below 70%	=	Failed

Student activities will include readings, assignment papers, and online exams.

Ethics in Counseling

ACS 580- Ethics Counseling

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This course is designed to provide you with a general and vital background in ethical and issues as they relate to the field of counseling.

The course covers legal and ethical aspects of counseling and psychology, particularly the interrelationship of ethical standards and legal regulation in professional counseling, education, and psychology. This course examines ethical, legal, and professional issues in counseling practice. Students learn to utilize ethical decision-making based upon the standards of the American Counseling Association and laws governing professional counselors. Ethical standards, litigation and legal regulation are examined in regard to professional practice.

This course is designed to address ethical and legal considerations for professional counseling, education, and psychology. It covers ethical standards for addiction counseling, clinical counseling, school counseling, couple and family counseling, and psychology. It also addresses litigation and legal regulation in regard to professional practice. The course will introduce students to ethical standards of professional organizations and credentialing bodies (i.e. ethical standards of the American Counseling Association (ACA) and related entities, and applications of ethical and legal considerations in professional counseling, Association of Marriage and Family Therapy, CACREP). It covers ethical and legal considerations of Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment Research and Program Evaluation.

This class is taught in online modality by lecture//activity format. Students are involved in learning in many ways (lectures, activities and projects).

COURSE OBJECTIVES:

The student will gain a greater background in the general area of ethics and legal issues as they apply to counseling.

The student will understand the ethical principles as they apply to counseling.

The student will gain an appreciation of the standard of practice expected of those practicing professional counseling.

The student will learn how to think of the ethical implications of their actions and those of their employer as they serve clients.

The student will learn of the legal ramifications of their actions and inaction as they serve their clients.

The student will have a greater grasp of the greater responsibilities their employer has to its

clients and the greater community.

The student will have a greater understanding of their profession's code of ethics and how it applies their work and the work of their place of employment.

The student will understand their responsibility and how ethics applies to their limits of practice, their duty to inform, etc.

The student will understand their role and the organization's role in the ethical or unethical outcome of a dilemma.

The student will understand the dynamics involved in ethical decision-making in organizations.

Upon successful completion of this course (assessed through Written Assignments and Ethical Issues Test) students will be able to:

Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Inform others, including consumers of counseling services and members of other professions, of the ethical standards (with historical and philosophical background and current rationale) about which counselors are expected to be knowledgeable.

Understand ethical and legal considerations specifically related to the practice of clinical mental health and addiction counseling.

Analyze conflict situations of an ethical/legal nature via a decision-making model utilizing ethical principles and standards within an identified personal value system.

Demonstrate an awareness of professional issues that affect addiction and clinical mental health counselors, e.g., core provider status, expert witness status, access to and practice privileges within managed care system.

Demonstrate a working knowledge of ethical and legal terminology and Concepts.

Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Understand the ethical and legal considerations specifically related to the practice of addiction, marriage, couple, and family counseling.

Demonstrate the ability to apply and adhere to ethical and legal standards in addiction, marriage, couple and family counseling.

Understand confidentially responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

Pursue productive avenues to gather information regarding accreditation, licensure, and/or certification in various states, agencies, and organizations; and,

Recognize and be able to reason through the complexity and ambiguity in applying ethical principles and standards to daily living and professional situations, including cross-cultural and special needs contexts, in light of ever-changing societal expectations.



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TEXTBOOK:

Ethics for Addiction Professionals 1st Edition, by Jennifer D. Berton (Author)

ISBN-13: 978-0470907191

EXAMINATIONS: After the material for Ethics then there will be a final exam you will take.

GRADING: The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed



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Drug Abuse and Counseling

ACS 595

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This course covers an approach for assessing and treating alcohol and drug-abusing/dependent patients in the modalities of drug abuse and counseling. This course will introduce students to the fundamental concepts of AODA counseling. It will cover all aspects of the scope of practice for substance use disorder practitioners. The AODA Counseling profession encompasses a number of knowledge and skill areas and this course will provide the student with an introduction to all of those areas. The course will give students an overview of the practice of individual, group, and family counseling. Students will also be introduced to the skills an AODA counselor needs to have a working knowledge of in order to practice the AODA counseling profession. The course will also give students a basic knowledge of the disease concept of Chemical Dependency, drug actions and interactions, as well as, familiarize them with current treatment methods and practices in the AODA field.

COURSE OBJECTIVES:

The objective of the course is to provide information to Students in Addiction Counseling on counseling applicable to the treatment of substance abuse and addiction; highlighting similarities and differences among these forms, focussing on evolving forms of counseling and therapy for substance abuse and addiction.

Aid the student in expanding skills in facilitating change more effectively with substance abusing clients, especially those from minority or multicultural populations. Upon completion of this course, you will be able to:

- 1). Know the methods and techniques for assessing a client in drug abuse and counseling.
- 2). Know the principles of treatment.
- 3). Know how to treat special populations.
- 4). Know the drug abuse & counseling principles and Modalities.
- 5). Know Counseling Techniques.
- 6). Become familiar how to counsel the families of Drug Abusers.
- 7). Know how to work with special populations.
- 8). Become familiar with drugs and their effects.

- 9). Become familiar with group interventions in drug abuse and counseling.
- 10). Become familiar with Assessment and Diagnosis in drug abuse and counseling.

TEXTBOOK:

Addictions Counseling: A Practical and Comprehensive Guide for Counseling People with Addictions Paperback – May 1, 2004, by Diane Doyle Pita (Author)

ISBN: 9780824527167

EXAMINATIONS: GRADING:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ASSIGNMENTS: At the end of the reading assignments there will be a multiple choice /or true and false test.

Group Counseling

ACS 600- Group Counseling Theory and Practice

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

Primarily asynchronous online source with some synchronous group components.

Modality: Online

COURSE OVERVIEW: This course is designed to provide you with a thorough background in the techniques and theories of group counseling. How group therapy and individual therapy can be integrated using the cognitive-behavioral approach is examined. Additionally, how the group modality of treatment can be used in the treatment of substance abusers. Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences.

Despite the online class does have a specific focus, students are encouraged to set individual learning goals and work toward those throughout the course and develop own learning goals and choose assignments helping to attain these goals.

COURSE OBJECTIVES:

The student will have a greater understanding of the history, rationale and theories of group counseling.

The student will have a greater understanding of the role and responsibilities of the group leader.

The student will have a greater understanding of how to initiate and maintain a counseling group.

The student will have a greater understanding of how to effectively deal with resistance in groups.

The student will have a greater understanding of the typical issues addressed in group.

The student will have a greater understanding of how group is effective with children, adolescents, families and with special populations.

The student will have a basic understanding of the application of cognitive-behavioral as a group modality.

The student will have a greater understanding of how to integrate group and individual counseling.

The student will have a greater understanding of how cognitive-behavioral group therapy is effective with various disorders such as various anxiety disorders and depression.

The student will have a greater understanding of how group therapy can be used effectively with substance abusers and other addicted clients.

This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations. Students will take an active role in learning the skills and knowledge of group counseling by completing the readings and participating.

This skills and content course helps students gain basic knowledge and skills for conducting group counseling. Provide the structure for learning about group counseling through lectures, discussion, role plays, and assignments. Help set and complete individualized learning goals.

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Acquire a basic knowledge of group counseling such as the role of the therapeutic factors and the stages of typical group development. The course will focus primarily on therapy groups and will also include information about psycho-educational groups and longer term therapy groups.

Acquire basic skills of group counseling, such as screening clients into groups, identifying process versus content, building trust, developing norms, and recognizing the difference between working at the individual versus group levels.

This course aims to satisfy the Texas Administrative Code (TAC) and Texas Education Code (TEC), TAC, Title 22, §681.83 - Professional Counselors, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Standards II.G; including Academic Requirements for Licensure and Learner-Centered Communications, Social and Cultural Diversity, Helping Relationships, Group Work, CACREP Clinical Mental Health standards.

TEXTBOOK:

Theory and Practice of Group Counseling 9th Edition, by Gerald Corey (Author), ISBN-13: 978-1305088016

EXAMINATIONS: The exam(s) for this course are true/false and multiple choice in nature and ought to be completed as scheduled when you finish reading the materials.

GRADING: The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

Research Methods

ACS 650 Research Writing Thesis

Instructor: Dr. George Gonzalez, Ph.D.

SYLLABUS:

COURSE OVERVIEW: Counseling Research This class will provide an analysis in writing an APA Style format Thesis and the use of scientific research as part of its collective data. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of the computer for data analyses, and report writing and presentation. This course is designed to Learner Centered Knowledge. Research and writing of the thesis. Students take this course to begin, continue, and/or complete thesis work under supervision. Counseling Research is a graduate course designed to provide the learner with knowledge of terminology, symbols, methods employed in research, it focuses on the development of a fundamental level of research design necessary for interpreting and completing basic small-scale research and evaluation projects.

COURSE OBEJECTIVES: (PLEASE READ THE APA FORMAT POWERPOINT PRESENTATION FOR THIS COURSE, BEFORE YOU ATTEMPT TO START YOUR RESEARCH WRITING PROJECT.)

Learning Objectives/Outcomes for the Course

- 1.Utilize various sources to gather data for your research writing project paper;
- 2.Organize ideas, write annotated bibliographies, and thesis statements;
- 3.Understand how to develop outlines for research papers;
- 4.Complete a rough draft of a research paper
by correcting punctuation, mechanics, and spelling;
- 5.Compile a final form of the research thesis project of no more than 25 pages long with a works cited page.
6. Make sure before you begin your Research Thesis you select a title, do an explanation of what your Thesis will be about with the approval of your professor, Dr. George Gonzalez.

This course is designed to meet CACREP Core Standards (RESEARCH AND PROGRAM EVALUATION); covering:

Common Core: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice;
Identification of evidence-based counseling practices;
Needs assessment: Development of outcome measures for counseling programs;



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Evaluation of counseling interventions and programs;
Qualitative, quantitative, and mixed research methods:
Designs used in research and program evaluation;
Statistical methods used in conducting research and program evaluation;
Analysis and use of data in counseling;
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation;
Clinical Mental Health Counseling: Psychological tests and assessments specific to clinical mental health counseling;
School Counseling: Use of developmentally appropriate career counseling interventions and assessments;
Use of accountability to inform decision-making;
Use of data to advocate for programs and students;
Student Learning Objective: Counseling and guidance graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research designs.

TEXTBOOK:

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition 4th Edition, by John W. Creswell (Author), ISBN-13: 978-1452226101

Required Texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. (ISBN: 978-1433805615)

EXAMINATIONS: Research and do a 25 page in research writing project. But, the professor has to approve your TITLE of your paper and at least give the professor an abstract of what you are covering in the following 25 pages long.

GRADING: The grading scale for this course is as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
Below 70%	=	Fail



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WRITTEN ASSIGNMENTS:

- **APA style-** The University requires the use of APA format for academic writings. I highly recommend purchasing the APA Publication Manual (6th ed.). This manual provides guidance and examples of how to properly cite and reference the work of others. This is also where you will find the specific requirements regarding text type and size, margin settings, etc. These are the basic mechanical requirements of the paper and points are deducted for not complying with these. I am specifically looking for proper APA formatting of in-text citations and references.
- **Plagiarism-** If you are incorporating information from outside sources you need to cite those sources; otherwise you are presenting the work of others as your own. This is called plagiarism and is a serious academic offense. I do have all the technology to spot plagiarism.
- **Grammar/punctuation/flow-** You are expected to write at the collegiate level. Proof your paper to check for errors. Better yet, have someone else proof it for you if possible. The highest performing students will take pride in their written presentations and their papers will be free of grammar/punctuation errors and will have a well-structured and logical flow.

DIVERSITY STATEMENT

The School of Counseling and Applied Psychotherapy is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.



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Impressum

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