New Course Request

Indian University
South Bend Campus

Check Appropriate Boxes: Undergraduate credit ☐ Graduate credit ☐ Professional credit ☐

1. School/Division School of Education
2. Academic Subject Code EDUC
3. Course Number G511 (must be cleared with University Enrollment Services)
4. Instructor Jeremy Linton
5. Course Title Screening and Assessment of Alcohol and Drug Problems
Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2007
7. Credit Hours: Fixed at 3 or Variable from n/a to
8. Is this course to be graded S-F (only)? Yes ☐ No ☒
9. Is variable title approval being requested? Yes ☐ No ☒

10. Course description (not to exceed 50 words) for Bulletin publication:

This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical situations is presented as well as medical and non-medical diagnostic criteria. This course includes both instructional and experiential learning opportunities.

11. Lecture Contact Hours: Fixed at 3 or Variable from n/a to
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from n/a to
13. Estimated enrollment 20-30 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: once a year
Will this course be required for majors? ☐
15. Justification for new course: There is a paucity of training in this subject area
16. Are the necessary reading materials currently available in the appropriate library? Yes ☐
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant: ☐
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Dean of Graduate School (when required)

Date 1/30/06

Approved by:

Dean Date 3/6/06

Chancellor Vice-President Date April 28, 2006

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
G511: Screening and Assessment of Alcohol and Drug Problems
Counseling and Human Services Program

We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Instructor:
Phone:
Office:
Office Hours:
E-mail:

Course meeting schedule: The course will meet over a series of 3 weekends. Course meeting hours will be:

- Fridays 5pm-9pm
- Saturdays 8am-5pm

Course Prerequisites:

Permission of instructor

COURSE DESCRIPTION

This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical practice is presented as well as medical and non-medical diagnostic criteria. This course includes both instructional and experiential learning opportunities.

TEXT


2. Course Pack (available at IUSB bookstore).
COURSE OBJECTIVES

By the end of the course students will be able to:

1. Understand the basics structure of the diagnostic interview
2. Demonstrate basic screening and assessment skills in simulated counseling situations
3. Understand diagnostic criteria in the alcohol and drug addiction field including ASAM and DSM-IV-TR criteria
4. Select appropriate screening and assessment tools
5. Critique professional scholarship in the field of alcohol and drug addiction
6. Understand the importance of culture in the screening and assessment of alcohol and drug addiction
7. Demonstrate a willingness to consider other persons' viewpoints and opinions concerning alcohol and drug addiction
8. Understand the ways in which technology can be used in screening and assessment of alcohol and drug problems
9. Demonstrate the ability to work collaboratively with others and maintain a professional demeanor
10. Learn and understand the 12 core functions of an addiction counselor (Screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping, & consultation)

METHODS OF INSTRUCTION

In order to maximize your learning in the course and assist you in becoming a self-directed learner, several methods of instruction will be used. These include:

1. Lectures
2. Student Presentations
3. Small and Large Group Discussion
4. Self-reflection and evaluation
5. Independent Research and Application

To receive the full benefit of the course, you should be prepared to take part in all of these activities.

COURSE REQUIREMENTS
1. **Transcript of Skill Practice Session (50 points):** In this assignment you will meet with a classmate outside of class. If you are unable to meet with a classmate you can meet with a consenting family member or friend. You are then to conduct a mock screening interview with this person and audiotape the conversation. You are only to practice the basic attending skills presented in class. Your interview should be approximately 20 minutes. Please keep the identity of your mock client confidential. After you complete your interview you are to transcribe your tape and create a running commentary evaluating your performance. You will hand in both your tape and your interview transcript with evaluation. You will be graded on the degree to which you follow directions for the assignment and your accuracy in evaluating your skills according to the information presented in class.

   Course objectives addressed: 1, 2, 5, 7, 9, 10

2. **Assessment Instrument Critique (50 points):** You are to choose one alcohol and drug screening or assessment tool and offer a critique of the instrument. Your critique should include your personal evaluations of the instrument as well as those present in the professional literature. At least 3 references from peer reviewed journals or professional trade books are required. You should determine the accuracy of the instrument, its sensitivity to culture, and any other relevant information. This paper should not exceed 3 pages.

   Course objectives addressed: 4, 5, 6, 8, 10

3. **Written Journal Article Reviews (25 points).** In this assignment you will access the professional literature and locate a journal article dealing with screening and assessment of alcohol or drug addiction. **This article should come from a peer reviewed journal.** You are to summarize and critique the article in a one page paper. The APA citation for the article should be included at the top of the page. Your summary should be brief and highlight the main points of the article. Your critique should include your personal and professional reactions to the article and a discussion of how you might use the information. The article **should not be more that 2 years old.** Bring copies of you review (not the article) for your instructor and peers. A sample review is attached to this syllabus.

   Course objectives addressed: 4, 5, 6, 8, 10

4. **Midterm Exam (50 points):** These exams will be essay in format and will require you to apply course concepts as a way to understand simulated screening and assessment situations with specific populations.

   Course objectives addressed: 1, 2, 3, 4, 6, 10

5. **Client Profile (25 points):** In this assignment you will create an imaginary client profile. You should create a client that has some sort of substance abuse or dependence disorder. You should also include other biopsychosocial stressors being experienced by the client. You will act out this profile for a classmate during your final exam. Under no circumstances should you share your client profile with your classmates or the person performing the assessment. Doing so may result in a failing grade for the class.

   Course objectives addressed: 3, 9, 10
6. **Final Exam (100 points):** During your final exam you will complete an assessment on one of your classmates. Your classmate will be acting out a client profile that they have created earlier during the semester. You will perform a diagnostic interview, utilize one assessment instrument, and offer a formal diagnosis. A written report of your findings will be due on the date specified.

Course objectives addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**COURSE EVALUATION GRADING SCALE**

The course is worth a total of **300 points**. The following scale will be used to compute your letter grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>300 - 265</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>284 - 270</td>
<td>94% - 90%</td>
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<tr>
<td>B+</td>
<td>269 - 260</td>
<td>89% - 87%</td>
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<tr>
<td>B</td>
<td>259 - 249</td>
<td>86% - 83%</td>
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<tr>
<td>B-</td>
<td>248 - 240</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>239 - 231</td>
<td>79% - 77%</td>
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<tr>
<td>C</td>
<td>230 - 219</td>
<td>76% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>218 - 210</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>209 - 201</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>200 - 188</td>
<td>66% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>187 - 180</td>
<td>62% - 60%</td>
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<tr>
<td>F</td>
<td>Less than 179</td>
<td>(&lt;60%)</td>
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**ATTENDANCE NOTE**

Attendance in this class will be crucial to your learning and final grade. If you do miss class, however, please do not ask me for notes, overheads, or to summarize what we did in class. You may consult your classmates on these issues. In some instances (e.g., family emergencies, severe illness) I will make arrangements to meet with you individually following an absence. Also, because this class will be work-group intensive, attending class will be crucial to completing all group work assignments. If you miss class you will make arrangements with the instructor to make up work through a negotiated assignment.

**CONFIDENTIALITY**

At times, either you or your classmates may feel that it is appropriate to share personal information relevant to course discussion. As helping professionals-in-development, you should feel comfortable in doing so. This will help you to make sense of the material and to learn about yourself. Therefore, all students in class should adhere to strict confidentiality standards. That is, whenever personal information is divulged in class, it is to stay in the class. At the same time, individual students are encouraged to use discretion when discussing personal information. Failure to abide by rules of confidentiality may result in removal from the class.

**A WORD ABOUT DEADLINES**

All assignments are due on the day indicated in the syllabus. These deadlines are not open to negotiation. However, I do recognize that each of you may have a life outside of this course, and that certain things may happen in that life that infringe on your ability to meet a particular deadline (these include birth of a child, death of a loved one, natural disaster; these do NOT include Monday Night Football, working overtime, weekend getaways). In the event that something happens, please contact me as soon as possible to discuss your situation and
possible alternate arrangements. Failure to do so will result in a lowering of your grade. Five points will be deducted from each assignment for every day it is late.

**IUSB SCHOOL OF EDUCATION POLICIES**

**Commitment to Diversity**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.

**Commitment to Technology**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their coursework and clinical experiences.

**UNIVERSITY POLICIES**

1. **Electronic Mail:** Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

   A student's failure to receive or read official university communications sent to the student's official email address **does not absolve the student from knowing and complying with the content of the official communication.**

   It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

2. **Disability Statement:** If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated **please make an appointment with me as soon as possible.**

3. **Academic Integrity:** All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).
# COURSE CONTENT AND TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>DUE</th>
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</thead>
<tbody>
<tr>
<td><strong>WEEKEND #1</strong></td>
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</table>
| Fri. 5pm – 9pm | • Course introduction  
• Personal beliefs and attitudes about alcohol and drug use  
• Purpose of assessment interviews  
• Basic attending skills |                                          |
| Sat. 8am – 12pm | • Skill practice  
• DSM-IV-TR criteria for abuse and dependence diagnoses  
• ASAM criteria | Chapters 1 & 2 |
| Sat. 1pm – 5pm | • Dual diagnosis and comorbid disorders  
• The diagnostic interview  
• Skill practice | Chapters 3 & 4 |
| **WEEKEND #2** |                                                                         |                                          |
| Fri. 5pm – 9pm | • Introduction to standardized assessment instruments  
• Reliability and validity | Chapters 5, 6, 7  
Course pack |
| Sat. 8am – 12pm | • Review and discussion  
• Midterm Exam |                                          |
| Sat. 1pm – 5pm | • Ethics, confidentiality, privileged communication  
• Assessment Instruments  
  - CAGE  
  - MAST  
  - Alcohol Screening  
• Skill practice | Course pack  
Client Profile Due  
Assessment Instrument Critiques due |
| **WEEKEND #3** |                                                                         |                                          |
| Fri. 5pm – 9pm | • Assessment Instruments  
  - SASSI - 3  
  - SOCRATES  
• Skill practice | Course pack |
| Sat. 8am – 12pm | • Assessment Instruments  
  o URICA  
  o Other instruments  
• Future considerations  
• Review | Course pack |
|---|---|---|
| Sat. 1pm – 5pm | Final Exam – complete assessment with designated peer | Transcript of skill practice session  
Written Journal  
Article review due |

**FINAL EXAM:** Due to instructor’s office on the Friday following the last weekend of class. Instructions are forthcoming.