The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

**Course Title:**
Chemical Dependency

**Course Number:**
HR 5413-104

**Course Description:**
This is a practice course that deals with the pharmacology and dynamics of chemical dependency, including alcohol and other substances of abuse. The course will provide students with an overview of the extent and consequences of substance abuse. More importantly, it will provide an overview of the state of intervention and prevention strategies and programs. The course introduces students to various strategies, perspectives, methodologies, intervention/prevention designs and implementation protocols. Treatment guidelines, social issues, and workplace programs are explored. In order to increase understanding of the bio-psycho-social model of addiction, attention is given to the various drugs of abuse and the physical, psychological, and social effects/consequences of abuse. Focus will be placed upon special issues of practical concern to the human relations professional in various settings. The course format will include lecture, class discussions, brief educational film clips, oral presentations (singularly or in a panel), and work on a group project.

**Class Dates, Location and Hours:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>January 9-11 and 16-18, 2015</th>
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</thead>
<tbody>
<tr>
<td>Location</td>
<td>Shepard Mall, 2400 NW 23rd St, Suite 1F, Oklahoma City, OK</td>
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<tr>
<td>Hours</td>
<td>Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 9:00 a.m. - 1:00 p.m.</td>
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<tr>
<td>Last day to enroll or drop without penalty</td>
<td>December 11, 2014</td>
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</tbody>
</table>

**Site Director:**
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

**Professor Contact Information:**

- **Course Professor:** David Wright, Ph.D.  
- **Mailing Address:** Decision Support Services, Oklahoma Department of Mental Health and Substance Abuse Services, PO Box 53277, OKC, OK 73152  
- **Telephone Number:** 405-522-6169  
- **Fax Number:** 405-522-3829  
- **E-mail Address:** David.E.Wright.III-1@ou.edu  
- **Professor availability:** The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

**Textbook(s) and Instructional Materials:**
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.
Online Resources:
There is a great deal of excellent information available on-line, especially about more recent findings about drugs. Browse on the following sites and follow the links to others:

- Drug Free America Foundation, Inc.: http://www.dfair.org
- World Health Organization: http://www.who.int/substance_abuse/en/ (then research specific drugs)
- National Inhalant Prevention Coalition: http://www.inhalants.org
- New Leaf Treatment Center: http://www.nlfc.com (Go to Online Reference Library)

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:
Upon completion of the course, students should:

1. understand fundamental concepts and models of chemical dependency and substance abuse;
2. identify major theories of alcoholism and other chemical dependency;
3. comprehend initial assessments of an individual experiencing chemical dependency problems;
4. develop a general understanding of intervention strategies with chemical dependency;
5. recognize components of treatment of chemical dependency counseling;
6. understand essential concepts of treatment of special populations of chemically dependent; and
7. be able to discuss specific controversies in the treatment and prevention of alcohol and substance abuse.

Writing Style and Scholarly Effort:
All of your written work for this course should be carefully edited before submission. Your papers should be well organized, free of grammatical errors, thoughtful and give evidence of scholarly work. If you cite other writers, APA style should be used in the citations and reference list. The papers should have a cover sheet. Papers submitted in hard copy will be returned in person during class or through the site director after the class is finished. The procedure for returning instructor comments on assignments that have been e-mailed to the instructor will be by return e-mail.

Assignments, Grading and Due Dates:

Readings:
Read the assigned texts and instructional materials prior to the first class.

Preliminary assignment: Paper # 1:
A paper is due at the first class (typed, double-spaced, referenced, APA style, approximately five pages long) based upon the student’s research, experience and/or opinions concerning human relations issues and chemical dependency. This is an opportunity to be creative, controversial, philosophical and/or exploratory in matters related to theory, policy and practice. Students may choose a topic of personal interest and application from a broad range of possibilities. Examples of topics include:

a. An evaluation of prevention methodologies
b. The medical marijuana debate
c. An international perspective on addiction
d. An evaluation on the impact of alcohol and drug abuse on organizations and industry
e. The value of methadone treatment
f. Trends or new developments in substance abuse (e.g. kinds of drugs being used; changing social
patterns and perspectives)
g. Fetal alcohol syndrome
h. Homelessness and addiction
i. Professionals and addiction
j. Employee assistance programs and treatment and/or ethical issues related to intervention
k. A critique of Alcoholics Anonymous
l. Domestic violence and chemical dependency
m. Cross-cultural issues in addiction (specific to race, gender, ethnicity, age, etc.)
n. Special populations and addiction (e.g., the mentally ill, the physically disabled, etc.)
o. “Abstinence” versus “controlled drinking” as a guideline for treatment
p. Philosophical issues in addiction (e.g., the value of spirituality in recovery, issues of personal responsibility in addiction, issues in crime/addiction, the legalization question for marijuana, etc.)
q. The role of supervisors and human resource personnel in managing addiction in the workplace
r. The efficacy of treatment modalities (e.g., the value of intensive inpatient treatment versus long-term group homes, the value of group treatment versus individual therapies, the value of psychological treatment in addictions, etc.)
s. Description of the recovery process and relapse prevention techniques

If a student wishes to select another topic not related to this list of possibilities, prior approval should be received through the professor (via the e-mail) with sufficient time for response (at least two weeks) before the beginning of class. In addition to the written paper, these reports will be shared with the rest of the class, either in the form of a 10-minute individual oral presentation or in the form of a panel report if more than one student has selected a similar topic.

Paper #2 (Post Seminar Assignment):

A paper with two sections is required, based upon the readings from the Doweiko book. Due: Three weeks after the class finishes, February 8, 2015. Send papers in Word format to David.E.Wright.III-1@ou.edu In Section One, the student should summarize and list three important points or findings from 15 of the chapters (in the assigned text). The 15 chapters can be of your choice. The length of this section will vary but does not need to be long; each of the points can be stated, briefly, in a few sentences.

In Section Two, essays should be written that address two (2) the following four (4) options:

a. Compare the health risks of alcohol, tranquilizers, cigarettes, and marijuana, and state your position on how society should regulate these drugs.

b. Write an imaginary dialogue between four fictional addicts whose drugs of choice are, respectively, prescription opiates, cocaine, anabolic steroids and khat. Have them describe their lifestyles, reasons for using the drug, and any special circumstances or issues they are facing.

c. Pretend that you are a court judge determining the subsequent interventions (punishment and/or treatment) for an 18-year-old prostitute addicted to crack cocaine with a prior history of thefts, and her 30-year-old pimp who was caught with amphetamines in his possession and a prior history of assaults. Have a policy debate with yourself. Weigh the issues of what is best for the individual and society in the so-called “war on drugs.”

d. Your essay will be based on one (1) chapter and will describe what you perceived as (1) most surprising in that chapter’s material, (2) most helpful, (3) most questionable, (4) most likely be believed/received/utilized by policymakers and other political players in the program areas discussed, and (5) how much, if any, you perceive the research findings in the material to actually influence current policy in the program area, as well as “why” you had those perceptions.

Section Two should be approximately 10 pages in length covering each sub-topic/question. Follow APA style in citing the chapters.

Group Project:

For the group project, the class will be divided into small groups that will examine intervention and prevention strategies referenced in Chapters 29-32 of the Doweiko book with the main focus on Chapter 29. The group will select an intervention that they believe is the most effective for assisting drug-involved individuals. Provide detailed theoretical justifications for why you consider this intervention to be better than the other interventions. Critique at least 3 of the options/interventions not selected and
develop the rationale and justification for what choice you selected. Additionally, this should be based on at least one (1) empirical article beyond the Doweiko book. Finally, focus on what you believe the effect/impact of the selected intervention will be on the community, society, the individual, etc. What outcomes do you expect to find based on your selection? What are the findings based on your selection? What has the prior research shown related to this? What are the costs, the advantages and disadvantages of your selected intervention? Group members and presentation times will be set at the beginning of class. Time will be provided in class to prepare for the group presentation and to consult with the professor on content and related issues. Each group will provide a one (1) page summary report, which will be shared with the rest of the class and the group will present their work to the class in the form of a 10-15 minute group oral presentation.

Class Participation:

This course interweaves objective information on drugs of abuse with theoretical orientations to assessment and intervention, but the overall content of the course is geared toward developing the abilities of human relation professionals to work effectively with the chemically dependent. Class participation is essential to achieve a broad-based working knowledge of the material covered in class, and therefore a portion of the student’s grade will be determined by active involvement in the class discussions.

Grading:

This is a letter-graded course: A, B, C, D, or F.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Paper #1</td>
<td>First Class Session – Jan. 8, 2015</td>
<td>30</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>During Class Sessions</td>
<td>10</td>
</tr>
<tr>
<td>Group Project</td>
<td>Last Class Session – Jan. 18, 2015</td>
<td>30</td>
</tr>
<tr>
<td>Paper #2 (Post Seminar Assignment)</td>
<td>Feb. 8, 2015</td>
<td>30</td>
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A = 90% - 100% of total points possible  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = less than 60%

Poor attendance and/or participation can move a borderline grade downwards. Excellent participation and attendance can move a borderline grade upwards. Where the student misses more than a full day of class, professor may request their withdrawal. Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late but less than 1 week late lose 10 points. Assignments lose 10 additional points for each additional week late or part of a week late. Assignments are due at the beginning of class session unless otherwise specified.

<table>
<thead>
<tr>
<th>Grading Rubric for Papers</th>
<th>Percentile Earned</th>
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<tbody>
<tr>
<td>Appropriate and interesting subject matter</td>
<td></td>
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<tr>
<td>Well written, correct use of APA format, grammatically correct, error free</td>
<td></td>
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<tr>
<td>Outstanding critical analysis, logical, succinct</td>
<td>90%-100%</td>
</tr>
<tr>
<td>Thoughtful reflection based on class material and appropriate sources</td>
<td></td>
</tr>
<tr>
<td>Appropriate subject matter</td>
<td></td>
</tr>
<tr>
<td>Mostly correct grammar and use of APA format</td>
<td></td>
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<tr>
<td>Good analysis, well organized material, generally succinct &amp; easy to follow</td>
<td></td>
</tr>
<tr>
<td>Showed evidence of thoughtful reflection &amp; used class material and appropriate sources</td>
<td>80-89%</td>
</tr>
<tr>
<td>Grading Rubric for Papers</td>
<td>Percentile Earned</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
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<tr>
<td>Marginally appropriate subject matter</td>
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<tr>
<td>Significant grammatical and APA errors, weak writing, insufficient length</td>
<td>70-79%</td>
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<tr>
<td>Weak analysis or argument, rambling or lacking sufficient organization</td>
<td></td>
</tr>
<tr>
<td>Insufficient evidence of thoughtful reflection, class material, and sources</td>
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<tr>
<td>Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.</td>
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POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

David Wright, Ph.D.

Education

- 1996  Ph.D.  University of Houston
- 1992  M.A.  Oklahoma State University
- 1990  B.A.  Southwestern Oklahoma State University

Current Position

Evaluation Projects Manager, Decision Support Services, Oklahoma Department of Mental Health and Substance Abuse Services

Frequently Taught Advanced Programs Courses

- HR 5023  Research in Human Relations
- HR 5413  Chemical Dependency

Major Areas of Teaching and Research Interest

- Policy Analysis
- Research and Evaluation
- Social Policy Analysis
- Criminal Justice and Treatment

Representative Publications and Presentations


