Instructor: Dr. LaDonna McCune, LADC, NCGC-II
Office: 201B Liberal Arts
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Office Hours: MWF: 9:00-10:00 a.m., TR 10:00-11:00 a.m. (or by appointment)
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Course Description:
The disease of substance abuse and dependence has many characteristics when it occurs in persons and groups outside the typical family unit. In this course, an examination of those characteristics is explored among special populations including adolescents, women and pregnant addicts, the elderly, racial and ethnic minorities, gays/lesbians, the physically and developmentally disabled, mentally ill, homeless and indigent, rural alcohol and other drug abusers, prostitutes, adolescents, children and infants, adult children of alcoholics, and military and veterans.

PREREQUISITES: SAS 2603 (Introduction to Substance Abuse Studies) and SAS 3123 (Addictive Process) or a 726 major

Course Objectives:
1. Enable the student to comprehend and describe substance abuse treatment needs for special populations.
2. Enable the student to comprehend the therapeutic skills associated with such treatment needs.
3. Assist the student in establishing and articulating a personal philosophy of counseling those with special needs.
**About The Course:** This course addresses the various socio-cultural factors influencing the use and abuse of alcohol and other drugs in certain sub-cultures of American society and the effects of these influences on the treatment and recovery processes for substance dependency. These special populations are listed in the course description.

**Questions to be answered:**
1. What constitutes a special population?
2. Why is cultural sensitivity important to treatment?
3. What are treatment options for special populations?
4. What resources are available for special populations?

**About the instructor:** My educational background includes degrees in liberal arts, sociology (with an option in chemical dependency), criminal justice management and administration and a doctorate in higher education administration with a minor in sociology. I am a licensed alcohol/drug counselor, an Oklahoma board approved supervisor and a nationally certified gambling counselor. I have also been trained in the National Organization for Victim’s Assistance (NOVA) curriculum, Oklahoma Marriage Initiative and Co-Parenting through Divorce. I have been in the counseling profession since 1989; working in both outpatient and inpatient facilities as a substance abuse counselor, gambling counselor and a youth and family counselor. I am interested in the dynamics of substance abusing families.

**Required Texts:** Course handouts and public domain publications will comprise the texts. These will be provided by the instructor and guest speakers.

**Instructional Delivery:** My philosophy on graduate courses is that, while I will present some material to you, ultimately my job is to act as a facilitator. I anticipate that as masters prepared counselors, you will become leaders within your profession and this course will assist in equipping you for that role. This class will be challenging. Students can expect the professor to collaborate with you on providing an educational experience that seeks to foster the student’s personal and professional development and encourages students to become life-long learners and critical thinkers. Please come to class having read the material and ready to verbally participate in class discussions, ask questions, offer your
viewpoints, and otherwise make honest attempts to learn and make positive contributions to the classroom discussion.

**Transformational Learning Outcomes:** The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. This course addresses five of the university’s transformative learning goals. Students will build discipline knowledge through interactions with the readings, classroom exercises, instructor, and one another. They will engage in scholarly and creative pursuits through creating and participating in in-class exercises, and written papers. Additionally, students will build leadership skills and further global and cultural competency through the examination of diverse cultures in the treatment of substance abuse. Lastly, Health and wellness will be addressed in relation to etiology, treatment and prevention of alcoholism and other types of substance abuse among specific populations.

**Course Policies:**

**Attendance Policy:** There is a strong correlation between classroom attendance and success in college. I do understand that some emergencies may cause absences. However, the only excused absences are for school-sponsored activities as pre-approved by the professor. The professor must receive notice from a college administrator or coach excusing the student from class. The student will still be responsible for any work assignments.

**Email Policy:** If you are emailing me it is the responsibility of the student to ensure that the professor receives the email. I will respond to your emails within 48 hours. You should copy yourself on all emails so that you have proof of having sent them.

**Classroom Civility:**

1. Attendance is taken at the beginning of each class. Please be on time for class and refrain from packing up or leaving early. Both behaviors are distracting to the class. If you must arrive late, please come in as quietly as possible and sit near the door. In addition, if you must leave early please inform me in advance and sit next to the door in order to minimize the distraction. As the professor, I reserve the right to mark students absent who continually arrive late or leave early.
2. All electronic devices are considered unnecessary distractions and are to be turned off and concealed during class. Interacting with these devices during class will not be tolerated. Any student who is text messaging in class will be asked to leave.

Assignments and Grading:
Because students tend to learn in a variety of ways and have different levels of skills in demonstrating their knowledge, I like to provide different opportunities for students to succeed. In this course, you will be evaluated in a number of ways, including a research paper, a presentation, case studies, and reaction papers. This method allows you to still do well in the class even if you perform poorly on a particular assignment.

Grades in this course are based on the following:
- In-Class Reaction Papers: 80 points
- Case Studies: 120 Points
- Presentation – 100 Points
- Ten Page Research Paper: 100 Points

Total Possible – 400 Points

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Grade Scale
- 360-400 – A (90-100%)
- 320–359 - B (80-91%)
- 280–319 - C (70-81%)
- 240–279 - D (60-71%)
- & Below – F (<60%)

In-Class Writing Assignments: Guest speakers will be included in this course. Following each discussion, students will write a reaction paper about the day’s topic. If you have done careful reading, participated in discussions and paid close attention to the lecture, you should do well on these assignments. Writing assignments will be two hand-written pages in length. Since presence in class is a prerequisite for these assignments, the writing assignments cannot be made up regardless of the reason.

Presentation: Students will select a special population to educate the class and lead a 30 minute presentation/discussion in class. Students will provide an outline to the professor the day of the presentation. The outline should include six to eight discussion points to encourage their peers to reflect more deeply about the topic.

Case Studies: Students will be given case studies to interpret throughout the semester. Students will select partners to work with and report their perspectives
back to the class. Case studies must be two pages typed, doubled spaced and answer the question, how would I counsel with this special population?

**Research Paper:** The ten page research paper is considered the final exam and will be due the day of the final exam. Research should focus on outcome based innovations since 2000. You must include a cover page and reference pages. The cover page and reference pages do not count as part of the ten page paper. It is to be double spaced, 12 point font with 1” inch margins, new times roman font. You must have a bibliography with no less than six sources; three may be from the internet. References must clearly indicate where the source was acquired. The topic of the paper must be pre-approved by the professor and will pertain to the treatment of a special population. Research papers and presentations should be on similar topics so that you may concentrate on a special population in your research this semester. A writing rubric will be provided to assist students with preparation of the assignment.

**Turnitin.com Plagiarism Syllabus Statement:** The professor has final authority over the grades given to students or the lowering of grades because of cheating or plagiarism. UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

- **You need to cite within the text briefly AND include the entire citation at the end of your essay on a separate reference page.**

**For articles:**
For an entire book:

For chapters from books:

For Lectures:

For Articles from Newspapers and Magazines:

For Videos:

Students are responsible for retaining all graded items when they are returned by the instructor. In the case of a question over a grade, the student must be able to produce the item in question.
## Course Calendar

| Week One – Overview of Special Populations | Week Eight – Adult Children of Alcoholics |
| Week Two – Medically Ill & Physically Challenged Populations | Elderly Persons |
| Developmentally Disabled Persons | Case Study |
| Week Three – Mentally Ill Case Study | Week Nine – Military & Veterans Infants, Children & Juveniles |
| Week Four – Women & Pregnant Addicts Prostitutes Case Study | Week Ten – Spring Break |
| Week Five – Ethnic & Racial MinorityCase Study | Week Eleven – Presentations |
| Week Six – Rural AOD Abusers Homeless & Indigent Persons Case Study | Week Twelve – Presentations Draft of Research Paper Due |
| Week Seven – Gay & Lesbian Case Study | Week Thirteen – Presentations |
| | Week Fourteen – Presentations |
| | Week Fifteen – Presentations |
| | Week Sixteen – Research Paper Due May 7 – 1:00-2:50 p.m. |