

# **CPSY 437: ADDICTION COUNSELING**

Spring 2017

Wednesday 7:00 – 9:30 p.m.

Maguire Hall Room 324

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Office hours: By appointment

## **Course Description**

This course is designed to provide an introduction to the fundamentals of addiction counseling. Addiction counseling requires competence and knowledge in three broad areas. First, it requires the basic counseling skills required by all counselors. Second, it requires a thorough knowledge of the following: pharmacological effects of major drug classes, the signs of addiction, its effects on individuals, relationships and families, and the major theories of addiction and the research derived from them. Third, it requires counselors to apply relevant theory and research in working with clients with addiction issues. This course will supply students with requisite knowledge relevant to the latter two areas. Other counseling courses focus attention on the first area. Upon completion of the course, students should demonstrate knowledge of the etiology and diagnosis of substance use disorders and their treatment from major theoretical perspectives.

## **IDEA Objectives for Course Evaluation**

In general, the three overarching objectives for this course are:

- Essential:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
  2. Learning to apply course material (to improve thinking, problem solving, and decisions)
  3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Important:
4. Developing skill expressing oneself orally or in writing

## **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *Student IDEA Log In* on the left hand side of the page.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

### **Social Action through Education**

This course requires you to reflect on your own experiences and choices surrounding substance use. You will be encouraged to examine how the media and other societal factors have shaped your views of substance use and users. While acquiring the knowledge base necessary to function as an effective addiction counselor, you will be challenged to question your own and society's past and current perceptions of addicted individuals and what constitutes successful treatment of these individuals. As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional

work. Specifically, we will look at the current state of substance abuse treatment in the United States and discuss how specific groups of people are supported or discouraged in the recovery process.

### **Diversity**

Your programs are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities. Through our class readings, discussions and videos we will examine how issues of diversity affect patterns of substance use/abuse.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension. Fairness is an indication of how you perceive your future clients in terms of social justice issues. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **LiveText**

LiveText is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Use this link for additional information about [LiveText](#).

### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

The above link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

### **Required Reading**

Brooks, F. & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addictions Counseling: A Counselor's Guide to Application and Understanding (2E)*. Alexandria: American Counseling Association. ISBN-978155620339

Beauvais, F. (2014). Substance Abuse. In F. T. L. Leong, L. Comas-Diaz, G. C. Nagayama Hall, V. C., McLoyd & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 2: Application and training* (pp. 329-343). Washington, DC, US: American Psychological Association.

Boyd, J. W., Harris, S. K., & Knight, J. R. (2012). Screening and brief interventions for the addiction syndrome: Considering the vulnerability of adolescence. In H. Shaffer, D. A. LaPlante & S. E., Nelson (Eds.), *APA addiction syndrome handbook, Vol. 2: Recovery, prevention, and other issues* (pp. 169-194). Washington, DC, US: American Psychological Association.

Freed, C. R. (2012). Historical perspectives on addiction. In H. J. Shaffer, D. A. LaPlante & S. E. Nelson (Eds.), *APA addiction syndrome handbook, Vol. 1: Foundations, influences, and*

*expressions of addiction* (pp. 27-47). Washington, DC, US: American Psychological Association.

Furr, S. R., Johnson, W. D., & Goodall, C. S. (2015). Grief and recovery: The prevalence of grief and loss in substance abuse treatment. *Journal of Addictions and Offender Counseling*, 36, 43-56.

Hansen, W. B. (2015). All-stars: A conceptual history. In L. M. Scheier (Ed.), *Handbook of adolescent drug use prevention: Research, intervention strategies, and practice* (pp.197-216). Washington, DC, US: American Psychological Association.

Hsu, S. H., & Marlatt, G. A. (2012). Addiction syndrome: Relapse and relapse prevention. In H. Shaffer, D. A., LaPlante & S. E. Nelson (Eds.), *APA addiction syndrome handbook, Vol. 2:Recovery, prevention, and other issues* (pp. 105-132). Washington, DC, US: American Psychological Association.

Lietz, C. A., & Hodge, D. R. (2013). Incorporating spirituality into substance abuse counseling: Examining the perspectives of service recipients and providers. *Journal of Social Service Research*, 39, 498-510.

Margolis, R. D., & Zweben, J. E. (2011). Models and theories of addiction. In R. D. Margolis & J. E., Zweben, *Treating patients with alcohol and other drug problems: An integrated approach* (pp. 27-58). Washington, DC, US: American Psychological Association.

Mee-Lee, D., McLellan, A. T., & Miller, S. D. (2010). What works in substance abuse and dependence treatment. In B. L. Duncan, S. D. Miller, B. E. Wampold & Hubble, M. A. (Eds.), *The heart and soul of change: Delivering what works in therapy (2<sup>nd</sup> ed.)*(pp. 393-417). Washington, DC, US: American Psychological Association.

Rotgers, F. (2013). Negative reactions to substance using clients: Where the reactions come from, what they are and what to do about them. In A W. Wolf, M. R. Goldfried & J. C. Muran (Eds.), *Transforming negative reactions to clients: From frustration to compassion* (pp. 245-268). Washington, DC, US: American Psychological Association.

Scaturo, D. J. (2005). Family therapy: Dilemmas of codependency and family homeostasis. In D. J. Scaturo, *Clinical dilemmas in psychotherapy: A transtheoretical approach to psychotherapy integration* (pp. 99-110). Washington, DC, US: American Psychological Association.

Tuten, L. M. (2012). The role of significant others and family members in substance abuse treatment. In L. M. Tuten, H. E. Jones, C. M. Schaeffer & M. L. Stitzer (eds.), *Reinforcement-based treatment for substance use disorders: A comprehensive behavioral approach* (pp. 145-157). Washington, DC, US: American Psychological Association.

Young, S. (2015). Understanding substance abuse turnover due to burnout: A theoretical perspective. *Journal of Human Behavior in the Social Environment*, 1-12.

[https://www.dea.gov/pr/multimedia-library/publications/drug\\_of\\_abuse.pdf](https://www.dea.gov/pr/multimedia-library/publications/drug_of_abuse.pdf)

<http://store.samhsa.gov/shin/content//SMA15-3991/SMA15-3991.pdf>

<http://www.naadac.org/code-of-ethics>

## Assignments

### 1. Self-Reflection Paper (25% of final grade)

What have been the effects of substance addiction on your life? This paper will require you to review the ways in which addiction and substance use/abuse has affected the many facets of your life. For example, consider the effects of your own use and use by family members, significant others, friends, neighbors, and strangers. Do you use/misuse substances? Why or why not? Has others' use, abuse or addiction significantly impacted your life? If so, in what way/s? Reflect and write about how your thoughts and impressions of substance use, abuse and/or addiction developed? Did specific others (e.g., family members, neighbors, friends, teachers, religious leaders, celebrities) impact your thoughts about substance use and addiction? Write about this reflections in a 5-7 page paper. **Due February 1**

2. Group Presentation (15% of final grade) Most treatment agencies require counselors to provide client education, i.e., lectures on some aspect of addiction. Working in groups of three or four, determined by the instructor, you will prepare and present a 30 minute lecture to the class as if we were a client group in a treatment facility. We will discuss the topics during class, and each group will decide on the lecture they will present. Include a 1-2 page handout for class that highlights key issues and includes APA style references for 4-5 journal articles that were informative. All presentation materials are due **March 29. Presentations will be given March 29 and April 5.** Group projects require equal participation. As such, you will be asked to rate your group members' contributions to the presentation and the extent to which each person participated in a professional manner. This information will be one determinant of your grade. Approve your topic with the instructor via e-mail by **February 15.**

3. Open Meeting Attendance and Paper (25% of final grade) Attend one open 12 step or recovery meeting of your choice. You may consider an Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Celebrate Recovery or SMART Recovery meeting. Talk to at least one other person at the meeting. Write a 4-6 page paper about the experience. In particular, focus on how you felt in this environment and around the others attending the meeting. What was your impression of the meeting? Did you feel welcome? Were the participants helpful? Do you think you would return to the meeting if you were a recovering person? Was there a particular story or person that stood out? If so, why? Have your thoughts and opinions about 12 step meetings changed after attending the meeting? If so, how? After attending the meeting, do you think you would recommend a 12 step meeting to a client? Why or why not? **Due April 12**

4. Abstinence Exercise and Paper (25% of final grade) This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **6 weeks (see dates at the end of this syllabus)**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

For this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) keep an **abstinence log** of your experiences, and (c) write a **summary paper** which will serve as the conclusion to the 6 week exercise. This assignment will have the following components:

**A "Letter to my Substance/Behavior"** This is to be written in the first person to the substance/behavior from which you are abstaining and will be due before the abstinence period begins. **Due February 15**

**An abstinence log** This log will describe your feelings and reactions, especially focusing on times you "lapse" or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you "slipped" (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log

are not required, daily entries have been reported as most helpful by previous students. The log should have a *minimum of three entries per week*. **Due April 26**

**A summary paper** This is to be a 3 – 4 page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, how might this exercise inform your future work with clients, etc.) and will serve as the conclusion to your overall experience. **Due April 26**

5. Class Participation (10% of final grade) This class will involve small and large group discussions, thus, it is expected that all students will attend classes and participate in these dialogues. All readings are required to be read in advance of the class meeting for which they are assigned. In addition, there will be in class opportunities to practice counseling skills relevant to addiction counseling and all students will be expected to participate.

<b>Course Schedule</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings</b>
January 18	Review of Syllabus Drug and Alcohol Counseling: An Introduction	Freed
January 25	Diversity Issues in Substance Abuse Treatment	Beauvais
February 1	Types of Drugs and Their Effects <b>Self-reflection Paper Due</b>	DEA website
February 8	Types of Drugs and Their Effects Continued	DEA website
February 15	Assessment, Diagnosis, and Intervention Techniques <b>Topics for group presentation due</b>	Boyd, Harris & Knight
February 22	Continuum of Non-use to Addiction: A Biopsychosocial Understanding <b>Letter to My Substance/Behavior Due</b>	Margolis & Sweben
March 1	Treatment and Treatment Settings	Brooks & McHenry, Chapter 6
March 8	Spring Break	
March 15	Treatment Planning	handout
March 22	Family and Addiction	Tuten Scaturro
March 29	Grief and Loss in Addiction <b>Group Presentations Due</b> <b>First Two Group Presentations</b>	Furr et.al
April 5	Group Counseling and Addiction <b>Last Two Group Presentations</b>	samhsa.gov Tip 41
April 12	Relapse Prevention and Recovery	Hsu & Marlatt

April 19	Spirituality and Support Groups in Recovery <b>Open Meeting Paper Due</b>	Lietz & Hodge
April 26	Addictions Training, Certification, and Ethics  The Importance of Counselor Self-Care <b>Abstinence Log and Paper Due</b>	naadac website code of ethics Young

**Grading Policy**

Before each assignment is due, the instructor will discuss the criteria for grading. For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-93 points A	79-77 points C+	59 points and lower F
92-90 points A-	76-73 points C	
89-87 points B+	72-70 points C-	
86-83 points B	69-67 points D+	
82-80 points B-	66-60 points D	

Late papers will not be accepted without previous permission from the instructor. If an extension is granted, grades will be lowered by 10% for every day the paper is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.