

CPSY 437, Section 001: ADDICTION COUNSELING

Spring 2019

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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 and symptoms 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.

In addition, an important component of this course will be the consideration of culture and its influence on people's beliefs and subsequent behaviors around substance use. You will be encouraged to explore how your own culture has influenced your beliefs and behaviors around substance use as well as how clients' unique cultures and communities impact their resistance to or inclination towards the development of substance use disorders. The importance of integrating culture into your professional conceptualizations cannot be overemphasized. The social/cultural context of individuals in recovery is critically important to social justice issues we must consider as professionals, and is consistent with the School of Education's Conceptual Framework – Social Action through Education (www.luc.edu/education/mission/).

IDEA Objectives for Course Evaluation

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

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

Course Learning Objectives

Upon completion of this course students will be able to:

1. Identify DSM-V substance use disorder symptoms in clients.
2. Describe the pharmacological and physiological activity of alcohol.
3. Compare the pharmacological, physiological, and psychological activity of other drugs of abuse (e.g. depressants, stimulants, cannabis, opiates, hallucinogens, synthetics, prescription medications).
4. Develop skills in addictions-specific counseling (e.g. motivational interviewing).
5. Understand and assess the impact of substance abuse within the family system.
6. Understand co-occurring disorders.
7. Understand relapse and strategies to deal with relapse.

Required Reading

Text (Available online through the Loyola University Chicago Library Website)

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

Articles & Book Chapters (Available on Sakai)

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.

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 (2nd ed.)*(pp. 393-417). Washington, DC, US: American Psychological Association.

Perkinson, R., Jongsma, A., & Bruce. (2014). *The Addiction Treatment Planner: Includes DSM-5 Updates (5 E)*. John Wiley & Sons. ISBN-9781118414750

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.

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

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

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

Assignments

1. Participation (Total of 56 possible points)

Participation grades will be based primarily on 1) graduate-level preparedness and participation in online discussions and 2) evidence of thoughtful engagement with assigned readings. Students will earn participation credit through weekly contribution to the **class forum located in Sakai**. Each week students will be expected to 1) respond with an original post to assigned discussion topics and 2) respond to two postings from other students. In all, students should submit three responses per week. The original post will be worth two points, and the response posts will be worth one point each, for a total of four points per week. In addition, grading will be based on quality of the response. **Posts will be due by Friday at 5 pm of each week in Sakai.**

2. Self-Reflection Paper (Total of 48 possible points)

Reflect and write about how your thoughts and impressions of substance use, abuse and/or addiction have developed? Did specific others (e.g., family members, neighbors, friends, teachers, religious leaders, celebrities) impact your thoughts about substance use and addiction? How has your culture influenced the way you think about substance use and addiction? How has your culture impacted the way you view others who use substances or are addicted to them? Reflect on these questions in a four page paper (1-inch margins, 12 point font, double-spaced). **Please submit this assignment via Sakai. Due 2/1 @ 5 pm**

3. Mutual-Help Group Meetings and Alternate Assignment (Total of 48 possible points)

Attend two different open mutual-help or recovery meetings of your choice (e.g. Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Crystal Meth Anonymous (CMA), Celebrate Recovery or SMART Recovery meeting. Note that both meetings cannot be the same type of meeting (i.e., cannot attend two AA meetings) and that online meetings are not acceptable. Type a two page response (1 inch margins, 12 point font, double-spaced, full page response) and reflection on each meeting. 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?

Alternate Assignment

For many different reasons, some individuals have exposure to mutual-help meetings prior to taking this course. If you do not feel that attending two mutual-help meetings would add to your existing knowledge, please complete the following task.

Please view one movie or read one book focused on addiction then write four pages (1-inch margins, 12-point font, double-spaced, full page response) on your movie/book. Your paper should assess one main

character in the book/movie. You will need to list DSM-V symptoms and provide evidence of them in the movie/book. Also, provide a DSM-V diagnosis. Describe what stage of change the character is in. Please include any relevant treatment issues, and/or mutual-help involvement, etc. Lastly, write up a brief treatment plan based upon your knowledge of the individual. Please do not write a summary of the movie/book, as points will be deducted.

Please submit this assignment via Sakai. Due 3/15 @ 5 pm

4. Behavioral Change Paper (Total of 48 possible points)

This exercise is designed to help you experience similar (not identical) feelings/thoughts that addicted individuals experience when they quit taking the substance to which they are addicted. Choose a behavior (e.g. Internet use, eating sweets, playing video/computer games, watching television, using cell phone) that you would like to change over the course of the semester. After working on changing this behavior for a minimum of six weeks, write a 4 page paper (1-inch margins, 12-point font, double-spaced) on your experience. Make sure to address themes of intervention, abstinence, craving, relapse, peer support, and long term stable recovery. Did you succeed or fail? To what do you attribute your success or failure? How might this assignment inform your work with future clients?

Please submit this assignment via Sakai. Due 4/26 @ 5 pm

Grading Policy

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

200 - 186 points = A	158 - 154 points = C+	119 points and lower = F
184 - 180 points = A-	152 - 146 points = C	
178 - 174 points = B+	144 - 140 points = C-	
172 - 166 points = B	138 - 134 points = D+	
164 - 160 points = B-	132 - 120 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.

***Under no circumstances are late posts to the Class Forum accepted.**

Course Schedule

Week of	Topics/Assignments Due	Readings
January 14	Review of Syllabus Drug and Alcohol Counseling: An Introduction Posts Due 1/18 @ 5 pm	Text, Ch. 1 Freed
January 21	Diversity Issues in Substance Abuse Treatment Posts Due 1/25 @ 5 pm	Text, Ch.2 Beauvais
January 28	Types of Drugs and Their Effects Posts Due 2/1 @ 5 pm Self-Reflection Paper Due 2/1 @ 5 pm	Text, Ch. 3 DEA website
February 4	Assessment, Diagnosis, and Interview Techniques	Text, Ch. 4

	Posts Due 2/8 @ 5 pm	Boyd, Harris & Knight
February 11	Continuum of Non-use to Addiction: A Biopsychosocial Understanding Posts Due 2/15 @ 5 pm	Text, Ch. 5 Margolis & Sweben
February 18	Treatment and Treatment Settings Posts Due 2/22 @ 5 pm	Text, Ch. 6
February 25	Treatment Planning Posts Due 3/1 @ 5 pm	Perkinson, Jongsma & Bruce, pp 470-484
March 4	Spring Break – Enjoy!	
March 11	Family and Addiction Posts Due 3/15 @ 5 pm Mutual-Help Meeting or Alternate Assignment Due 3/15 @ 5 pm	Text, Ch. 8 Scaturro
March 18	Grief and Loss in Addiction Posts Due 3/22 @ 5 pm	Text, Ch. 9 Furr et.al
March 25	Group Counseling and Addiction Posts Due 3/29 @ 5 pm	Text, Ch. 10 samhsa.gov Tip 41
April 1	Spirituality and Support Groups in Recovery Posts Due 4/5 @ 5 pm	Text, Ch. 12 Lietz & Hodge
April 8	Relapse Prevention and Recovery Posts Due 4/12 @ 5 pm	Text, Ch. 11 Hsu & Marlatt
April 15	Addictions Training, Certification, and Ethics Posts Due 4/19 @ 5 pm Behavioral Change paper due 4/26 @ 5 pm	Text, Ch. 13 naadac website code of ethics
April 22	Importance of Counselor Self-Care Posts Due 4/26 @ 5 pm	Text, Ch. 14 Young

Loyola University Chicago

School of Education

Syllabus Addendum

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 LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This 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***.

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. The disposition of **Professionalism** will be assessed in this class. 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.

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.

Technology

In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted asynchronously via the course website in Sakai. The Sakai website will contain a general overview of the course expectations and outcomes, lectures, readings, assignments and supplemental resources (including information on how to get assistance with technology).