

CPSY 437, Sections 001 and 002: ADDICTION COUNSELING
Summer B 2017

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Office Hours: Please email me to set up times to speak via phone/Skype, as needed.

Course Description

This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.

This course is geared toward building the student's foundational knowledge of substance abuse counseling for adaptation to the professional fields of education, counseling, and psychology. An important component of this course will be the exploration of current knowledge and scholarship within this subfield of counseling, as well as consideration of an individual's culture and community within the context of recovery from addiction. 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, as is consistent with the School of Education's Conceptual Framework— Social Action through Education (www.luc.edu/education/mission/).

In general, the two overarching IDEA 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)

Course Learning Objectives

Upon completion of this course students will be able to:

1. Identify DSM-5 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:

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.

Articles:

Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration. (1999). *Enhancing motivation for change in substance abuse treatment*.

- Treatment Improvement Protocol (TIP) Series, No. 35. HHS Publication No. (SMA) 13-4212. Retrieved from <https://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf>
- Cross, W. (2014). Addiction and recovery 101. *Pharmacy Tech Topics*, 19(1).
- Dimeff, L. A., & Linehan, M. M. (2008). Dialectical behavior therapy for substance abusers. *Addiction Science and Clinical Practice*, 39-47.
- Gorski, T. (2001). *Understanding relapse*. Retrieved from http://www.tgorski.com/gorski_articles/understanding_relapse.htm
- Gorski, T., & Miller, M. *The relapse syndrome: The phases and warning signs of relapse*. Retrieved from <https://orlandorecoveryfamily.files.wordpress.com/2016/01/the-phases-and-warnings-signs-of-relapse.pdf>
- Marlatt, G. A. (1996). Harm reduction: Come as you are. *Addictive Behaviors*, 21(6), 779-788.
- McLellan, A. T., Lewis, D. C., O'Brien, C. P., & Kleber, H. D. (2000). Drug dependence, a chronic medical illness. *JAMA*, 284(13), 1689-1695.
- National Institute on Alcohol Abuse and Alcoholism. (2009). Neuroscience: Pathways to alcohol dependence. *Alcohol Alert*, 77.
- National Institute on Drug Abuse. (2016). *Commonly abused drugs*. Retrieved from https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/commonly_abused_drugs_3.pdf
- Sobell & Sobell. (2010). *Motivational interviewing strategies and techniques: Rationales and examples*. Retrieved from https://media.heart.org/tga/pdf/MI_Strategies_and_Techniques_Handout.pdf
- U.S. Department of Health and Human Services (HHS), Office of the Surgeon General. (2016). *Facing addiction in America: The surgeon general's report on alcohol, drugs, and health (executive summary)*. Washington, DC: HHS.
- U.S. Department of Justice, Drug Enforcement Administration. (2015). *Drugs of abuse*. Retrieved from https://www.dea.gov/pr/multimedia-library/publications/drug_of_abuse.pdf
- Volkow, N. D., Koob, G. F., & McLellan, A. T. (2016). Neurobiologic advances from the brain disease model of addiction. *New England Journal of Medicine*, 374, 363-371.

Grading Methods, Scale, and Late Assignments Policy

1. Participation = 24 points
2. Mutual-Help Group Meetings or Alternate Assignment = 25 points
3. Presentation on Substance-Related Topic = 25 points
4. Behavioral Change Paper = 26 points

Grading Scale: For the course grade, the total accumulation of points will be used to determine your grade based on the following: 100-90 points = A; 89-80 points = B; 79-70 points = C; 69-60 points = D; 59 and below = F.

Late Assignments Policy

Late papers/projects/posts will not be accepted without previous permission of 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.

Assignments

1. Participation

Participation grades will be based primarily on 1) graduate-level preparedness and participation in class discussions and assigned activities 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 2 postings from other students. In all, students should submit three responses per week. The original post will be worth 2 points, and the response posts will be worth 1 point each, for a total of 4 possible points a week. In addition, grading will be based upon the quality of the response.

Posts will be due by Friday at 5pm each week.

2. Mutual-Help Group Meetings and Alternate Assignment

Attend 2 different **open** mutual-help meetings (e.g., AA, NA, CMA, SMART Recovery). Note that both meetings cannot be the same type of meeting (i.e., cannot attend 2 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, including: type of meeting, location and time, and your personal impression of the meeting.

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

Please view one movie or read one book focused on addiction and 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 each movie. You will need to list DSM-5 symptoms and provide evidence of them in the film. Also provide a DSM-5 diagnosis. Describe what stage(s) of change the character is in. Please include any relevant treatment issues, family 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 film, as points will be deducted.

Regardless of the option chosen, this assignment is due on **7/14 at 5pm**. Please submit via Sakai.

3. *Presentation on Substance-Related Topic*

Create a presentation (using PowerPoint or similar) on any topic related to the treatment of substance use disorders or prevention of substance use disorders. Topics might include presentations about using mindfulness in treatment, in-depth information about a certain class of drugs, putting together a relapse prevention plan, how to talk with adolescents about substance use, etc. Your presentation should include a minimum of 10 slides. Be sure to cite a minimum of 6 appropriate sources (e.g., journals, textbooks, NIDA website) and provide a reference list in APA format.

This assignment is due on **7/28 at 5pm**. Please submit via Sakai.

4. *Behavioral Change Paper*

Choose a behavior that you would to change over the course of the quarter. After working on changing this behavior for a minimum of three 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; also discuss insight that this assignment offered you into recovery from addictive behaviors.

This assignment is due on **8/11 at 5pm**. Please submit via Sakai.

Date	Topics Covered	Assignments Due
#1 - Week of July 5	Review syllabus <u>Topics:</u> Intro to Addiction Etiology of Addiction	Readings: <ul style="list-style-type: none"> • Text: Ch. 2, 3 • NIAAA, 2009 • Cross, 2014 • HHS, 2016 • McLellan et al., 2000 • Volkow et al., 2016 • Due: Post #1 due by 7/7 at 5pm
#2 - Week of July 10	<u>Topics:</u> DSM Criteria Overview of Substances (drugs/alcohol)* Behavioral Addictions Pharmacological Adjuncts Mutual-Help Groups <i>*via forum postings</i>	Readings: <ul style="list-style-type: none"> • Text: Ch. 14, 15 • NIDA, 2016 • DEA, 2015 • Due: Post #2 and Mutual-Help Group Meetings/Alternate Assignment due by 7/14 at 5pm
#3 - Week of July 17	<u>Topics:</u> Co-occurring Disorders Stages of Change Assessment Treatment Options	Readings: <ul style="list-style-type: none"> • Text: Ch. 5, 6, 7, 18 • Due: Post #3 due by 7/21 at 5pm
#4 - Week of July 24	Case Vignettes <u>Topics:</u> Motivation Interviewing	Readings: <ul style="list-style-type: none"> • Text: Ch. 9, 10, 12, 16 • Sobell & Sobell, 2010 • Center for Substance Abuse Treatment, 1999 • Due: Post #4 and Presentation on Substance-Related Topic Assignment due by 7/28 at 5pm
#5 - Week of July 31	<u>Topics:</u> Family and Addiction	Readings: <ul style="list-style-type: none"> • Text: Ch. 13, 20 • Due: Post #5 due by 8/4 at 5pm
#6 - Week of Aug. 7	<u>Topics:</u> Other Interventions – Mindfulness/DBT/Urges Relapse Prevention Prevention Harm Reduction	Readings: <ul style="list-style-type: none"> • Text: Ch. 23 • Dimeff & Linehan, 2008 • Marlatt, 1996 • Gorski & Miller • Gorski, 2001 • Due: Post #6 and Behavioral Change Paper due by 8/11 at 5pm

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.

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*.

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).

Diversity

Your program is 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 multiculturally competent professional, able to work effectively with diverse students and communities.

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.

The dispositions 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.

Counseling Psychology Professionalism Dispositions Rubric

	Target	Acceptable	Unacceptable
Interactions IL-LUC-CFS.CFS3	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-CFS.CFS1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.
Field work IL-LUC-DISP.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.