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 respond to relapse.

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.

**Required Reading**

**Text:**

**Articles:**
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.

Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services
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


*Addiction Science and Clinical Practice, 39*-47.

https://terrygorski.com/?s=understanding+relapse

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

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.


chronic medical illness. *JAMA, 284*(13), 1689-1695.
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. A quality
original post demonstrates critical engagement with a topic from the week's readings and/or lecture, including the student’s perspective of a concept and/or applying the concept to a relevant real-world or clinical situation. A quality response is comprised of at least 3-4 complete sentences reflecting on the content and perspective of the original post. Credit will not be given to responses that simply express agreement or disagreement with the original post.

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, Refuge Recovery) online or via phone. The only requirement is that you attend meetings listed as [open]. While this assignment typically requires students to attend in-person meetings, during the COVID-19 crisis mutual-help meetings have moved to video (e.g., Zoom) and phone format, and you can find the access information on most organization websites at this time. 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, time, and your personal impression of the meeting. If you have not ever been to this type of meeting and there is not a major barrier to you attending, this assignment is the recommended option for enriching your experience in the course.

Alternate assignment: For many different reasons, some individuals have exposure to mutual-help meetings prior to this course. Additionally, in our current circumstances of the COVID-19 crisis, attending such meetings is a different experience now than it typically is when meetings are held in-person. If you do not feel that this assignment would add to your existing knowledge, or if it is too difficult for you logistically, please complete the following task instead.

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. Your paper should address all of the following areas: 1) You will need to list DSM-5 symptoms and provide evidence of them in the film, and provide a DSM-5 diagnosis. 2) Describe what stage(s) of change the character is in. 3) Please include any relevant treatment issues, family issues, and/or mutual-help involvement, etc. 4) 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 **7/17 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. You should either voice-record over the slides so that I can listen to your lecture (this is a feature available in powerpoint) or type in your detailed speaking notes in the “Notes” section on
each slide. 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 7/31 at 5pm. Please submit via Sakai.

4. Behavioral Change Paper
Choose a behavior that you would like to change over the course of the semester. 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 8/7 at 5pm. Please submit via Sakai.
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<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments Due</th>
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<tr>
<td>#1 - Week of June 29</td>
<td>Review syllabus&lt;br&gt;&lt;br&gt;Topics:&lt;br&gt;Intro to Addiction&lt;br&gt;Multicultural Considerations&lt;br&gt;Etiology of Addiction</td>
<td>Readings:&lt;br&gt;• Text: Ch. 1, 2&lt;br&gt;• Beauvis, 2014&lt;br&gt;• Cross, 2014&lt;br&gt;• HHS, 2016&lt;br&gt;• NIAAA, 2009&lt;br&gt;• Volkow et al., 2016&lt;br&gt;• McLellan et al., 2000&lt;br&gt;• Due: Post #1 due by 7/3 at 5pm</td>
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<td>#2 - Week of July 6</td>
<td>Topics:&lt;br&gt;Diagnosis (DSM-5) and Assessment&lt;br&gt;Overview of Substances (drugs/alcohol)*&lt;br&gt;Pharmacological Adjuncts&lt;br&gt;Mutual-Help Groups&lt;br&gt;*via forum postings</td>
<td>Readings:&lt;br&gt;• Text: Ch. 3, 17, 18&lt;br&gt;• NIDA, 2016&lt;br&gt;• DEA, 2015&lt;br&gt;• Due: Post #2 due by 7/10 at 5pm</td>
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<td>#3 - Week of July 13</td>
<td>Topics:&lt;br&gt;Stages of Change&lt;br&gt;Co-occurring Disorders&lt;br&gt;Assessment&lt;br&gt;Treatment Options&lt;br&gt;*case vignettes via forum postings</td>
<td>Readings:&lt;br&gt;• Text: Ch. 5, 6, 7, 20&lt;br&gt;• Due: Post #3 and Mutual-Help Group Meetings/Alternate Assignment due by 7/17 at 5pm</td>
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<td>#4 - Week of July 20</td>
<td>Topics:&lt;br&gt;Harm Reduction&lt;br&gt;Motivation Interviewing&lt;br&gt;Ethics&lt;br&gt;Prevention</td>
<td>Readings:&lt;br&gt;• Text: Ch. 10, 24&lt;br&gt;• Marlatt, 1996&lt;br&gt;• Sobell &amp; Sobell, 2010&lt;br&gt;• Center for Substance Abuse Treatment, 1999&lt;br&gt;• Due: Post #4 due by 7/24 at 5pm</td>
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<td>#5 – Week of July 27</td>
<td>Topics:&lt;br&gt;Behavioral Interventions&lt;br&gt;Group Treatment&lt;br&gt;Other Interventions – Mindfulness/DBT/Urges&lt;br&gt;Relapse Prevention</td>
<td>Readings:&lt;br&gt;• Text: Ch. 11, 12, 13, 22&lt;br&gt;• Dimeff &amp; Linehan, 2008&lt;br&gt;• Gorski &amp; Miller&lt;br&gt;• Gorski, 2001&lt;br&gt;• Hsu &amp; Marlatt, 2012&lt;br&gt;• Due: Post #5 and Presentation on Substance-Related Topic Assignment due by 7/31 at 5pm</td>
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<td>#6 – Week of August 3</td>
<td>Topics:&lt;br&gt;Family and Addiction&lt;br&gt;Children and Adolescents</td>
<td>Readings:&lt;br&gt;• Text: Ch. 15, 16&lt;br&gt;• Boyd et al., 2012&lt;br&gt;• Due: Post #6 and Behavioral Change Paper due by 8/7 at 5pm</td>
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Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

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/

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.
Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

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 exemplary conduct will be assessed as such on this dimension.
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<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Interactions IL-LUC-CFS.CFS3</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
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<td>Course work IL-LUC-CFS.CFS1</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Field work IL-LUC-DISP.1</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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